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ABSTRACT

This is a report about an inquiry into written proposals by the Scottish Education Department (SED) to increase the flow of academic staff between colleges of education and lower (primary and secondary) schools. This report describes the rationale of the SED consultative paper "Movement of Academic Staff between Colleges of Education and Schools", which called for increasing staff exchanges and temporary transfers, or "secondments," between colleges and the schools. This report describes responses from 13 Scottish education agencies and associations to the SED proposals. These descriptions are ordered according to the SED topics, and the responding agencies are not always identified by name. The responding agencies generally welcomed the SED proposals, and they offered suggestions for implementing the new exchange and secondments policy. The report describes experiences and perceptions of teachers who had been seconded or were currently on secondment. Seven college of education lecturers who seconded to primary and secondary schools for up to two terms were also interviewed about their experiences. Topics discussed included: problems of adjustment, teachers' reasons for secondment, the perceived benefits for the schools, and the impact on colleges. Other educators and administrators involved with the program were also interviewed. One section deals with issues of administering secondment and exchange programs. All subjects' views are summarized in a final section. This report recommends that findings be seen as "exploratory," but suggests that exchange and secondment programs have merit when appropriately managed. The SED consultative paper is included. (TES)

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ACADEMIC STAFF SECONDMENT AND EXCHANGE BETWEEN COLLEGES OF EDUCATION AND SCHOOLS

W A Gatherer and Lynne Edwards

Between January and the end of March 1988 SCRE conducted a short study into secondment and exchanges between staff of schools and colleges of education. This project, which was funded by EIS/ALCES was in response to the SED's paper *Movement of Academic Staff between Colleges of Education and Schools.* Among the matters considered were the benefit to the individual and the institution, the implications for management and the ways in which future planning could draw on past experience.

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SECTION I: THE ORIGIN, REMIT AND METHODOLOGY OF THE PROJECT

Introduction

On 7 October 1987 the Scottish Education Department (SED) issued a Consultative Paper entitled Movement of Academic Staff between Colleges of Education and Schools (see Appendix 1). This section describes the origin, remit and methodology of a research project commissioned from the Scottish Council for Research in Education (SCRE) by the Association of Lecturers in Colleges of Education in Scotland (ALCES), and subsequently jointly supported by ALCES and the Educational Institute of Scotland (EIS).

Origin of the project

The SED's Consultative Paper discussed 'the scope for increasing the flow of academic staff between different institutions as part of a wider thrust to enhance staff development in education and to improve the quality of teaching'.(1) The paper invited comments on the mechanisms which might be employed to achieve a greater movement of staff, and encouraged further discussion of the issues concerned. The main focus of the paper was on 'the interface between schools and colleges of education' (2) but a considerable number of other secondments and exchanges was mentioned as possibilities.

Very soon after the issue of the SED's consultative paper the Council of ALCES formed the intention to fund, in cooperation with other bodies, a research project on the SED proposals. Consequently the National Chairman approached the Director of SCRE to discuss the possibility of a study of the 'effect and effectiveness' (3) of a policy of secondment/exchanges of staff between colleges and schools. The outcome was the offer by SCRE to undertake the enquiry which is the subject of this report.

The research methodology

To test all the assumptions about, and explore all the possible influences on, secondment and exchange between schools and colleges would have required a major research project. What we undertook was a brief pilot study which will provide useful information and understandings in the area.

We considered evidence from two sources:

(1) Documentary evidence from local authorities, teachers' unions and colleges concerned with the secondment/exchange of particular invidivuals.

(2) Evidence from interviews with individuals (lecturers, teachers, school and college management and regional authority officers).

Secondments/exchanges between schools and colleges were the focus of the study. Other arrangements which are made by colleges or schools with institutions such as the Scottish Curriculum Development Service (SCDS), the universities, local authority curriculum development centres or SCRE, are important facets of the whole secondment/exchange scene but have not been considered in this study.

The research aimed to collect information which would illuminate the implications of secondment and exchange which are reflected in the government's consultative paper. In particular, we were concerned with the following broad research questions:

- What are the benefits to the individual (personal or professional) and to the institution of different kinds of secondment and exchange? What new knowledge, skills or insights are gained by the individual or institution?
- What are the implications of secondment and exchange for professional activities in institutions, such as course planning, teaching, development work, departmental or institutional administration, research and the generation of new ideas?
- What are the practical problems or constraints encountered? (eg contracts, holiday periods, finance, timetabling, continuity, lack of appropriate skills, induction programmes, time).
- What is to be learned from past experience which should be taken into account in planning secondments or exchanges in the future? (eg length of time, induction procedures, specialism in specific duties rather than the full range).

A literature search was commissioned from the Educational Resources Information Center (ERIC) and the National Foundation for Educational Research (NFER), and the historical development of the ideas expressed or implied in the SED consultative paper was studied. In the meantime questionnaires and interview schedules were drawn up and refined. College principals and Directors of Education were approached, and as a result of their ready cooperation a list of lecturers and teachers with recent experience of being seconded was finalised. The process of contacting these persons and arranging to interview them was time-consuming, but in the event 7 lecturers and 11 teachers were interviewed in depth. In addition 2 headteachers, 3 heads of college departments, 3 persons of senior rank in education authorities and 4 college principals were interviewed. All of the submissions to the SED from bodies invited to respond have been analysed. A typology of forms of secondment and exchange was drawn up (see Appendix 2) and discussed with various persons with experience of staff deployment in colleges and schools. The data gathered have been analysed and arranged to form the substance of this report.

SECTION II: THE RATIONALE

Introduction

In this section we describe the rationale of the SED's consultative paper. Although the paper appeared in the autumn of 1987 it was the culmination of a lengthy sequence of discussions on the relationship between the work of college of education staff and that of teachers in schools. Various topics comprise strands of the rationale: the question of the relative contributions to teacher training of theory and practice; the importance of practical school teaching experience for teacher education; the potential role of practising teachers in the training process; and the various strategies experimented with by college management in response to these problems.

The place of practical experience in teacher training

The importance of practical experience in the training of teachers has long been acknowledged, and teaching practice has long formed a central part in teacher training courses. At the same time the development of more sophisticated teacher training systems has been accompanied by, and has been to some extent due to, a greater allocation of time to the 'professional studies' - psychology, sociology, philosophy of education and so on. The balance of a successful teacher training course has been the subject of much debate in recent years. The relationship between theory and practice has been described by Kirk as 'one of the perennial problems in teacher training, perhaps the perennial problem'. In a thoughtful essay on the subject in 1980, Kirk reported 'a proliferation of books and articles which have attempted to articulate how insights from psychology, sociology and philosophy can illuminate the task of teaching and can help teachers not only to understand but also to cope with the difficulties to be encountered in schools and classrooms'. Referring to studies which have 'plundered the constituent disciplines of educational study to establish their connection with the realities of the work of the teacher', Kirk grants that 'despite their best efforts, those professionally involved in teacher training have time and again had to accept their students' verdict, uttered with varying degrees of disparagement, that the connections have simply not been made'.(4)

A strong bias in favour of 'practical experience' as against theory has long been evinced in reports on teacher training emanating from bodies dominated by teachers or administrators. In a report published in 1943 by the Association of Directors of Education in Scotland (ADES), for example, the point is made that 'the students have too little contact with the schools, and too little variety of teaching practice'. ADES goes on to suggest that 'appointments to the Methods staffs of the training colleges should be part-time only, and should be held by practising teachers, who would thereby retain their first-hand contact with the problems of the classroom. Alternatively, such appointments might be temporary, teachers being seconded for limited periods'.(5)

Short-term contracts in colleges were extensively used in succeeding years but while this increased the number of lecturers with recent classroom experience it did not always yield the most successful teacher trainers, and the practice became increasingly unpopular with college management staff. The need for greater involvement of experienced teachers with teacher training at all levels continued to be entertained, however, and this was from the beginning a major policy adopted by the General Teaching Council (GTC) which was set up in Scotland in 1965. Its 1972 report, The Training of Graduates for Secondary Education, emphasised the importance of 'teacher participation' in training and made it plain that the profession as a whole desired to take a much larger and more clearly defined share of the work of training teachers.(6) In the same year the James Report made the same point for England and Wales.(7)

The increasing role of practising teachers

This trend to increase the role of the teaching profession was manifest in many different education systems. From 1973 onwards, for example, the Council for National Academic Awards, which validated and awarded degrees for many teacher training institutions, increasingly required the active participation of teachers in the designing, assessment and evaluation of courses. In the United States, Australia and a number of European countries there was a similar trend during the 1970s.(8) In the 1980s there has been a marked swing towards professional and governmental control of teacher training. After more than two decades of disengagement from

formal evaluation, HM Inspectorate have re-established the inspection of the training institutions. In 1984 the government set up a new Council for the Accreditation of Teacher Education (CATE) to exert a more direct and more powerful control over training courses in England and Wales. In Scotland the Secretary of State set up national working parties to provide 'guidelines' for courses, and teachers and employers have figured largely in these activities. The training institutions themselves have welcomed this movement and professional teacher trainers have played the most prominent role in the designing of new courses in which practical experience received priority. In the past, as Gordon Kirk has explained, the relationship between the training colleges and the teaching profession was 'traditionally informal and opportunistic rather than based on clearly agreed principles and formal procedures for collaboration.'(9) Nowadays 'placement experience' is central in the training programme; teachers in schools have important formal functions to fulfil in the training and assessment of students; and in the new PGCE courses even the college-based studies of students are closely associated with their work in the schools.

The demand for practical experience

A significant outcome of this new emphasis on the involvement of experienced teachers in the training process has been a demand that the professional trainers themselves should have recent and substantial experience of school teaching. The GTC has determinedly pursued a policy of increasing the 'professional credibility' of college of education staff by insisting that they should all be, or become, registered teachers. ADES, as we have seen, urged the appointment of teachers to colleges on the basis of short-term contracts or secondments. The James Report took the same line in 1972. In the same year, the GTC's report on the training of secondary teachers commended the initiatives taken by Scottish colleges 'to bring their tutors and school staffs into fruitful contact with each other' and recommended greater 'movement of staff between colleges and schools'.(10) The Sneddon Report in Scotland took a similar position. (11) It is in the present decade, however, that the greatest efforts have been made, and this in response to a number of critical studies of the initial training of teachers by HM Inspectors of Schools.

In a survey of initial teacher training conducted over the period 1983 to 1985, the DES Inspectorate and the Inspectorate in Northern Ireland drew attention to a number of problems arising from changing needs and circumstances in the training institutions. The inspectors found that most of the staff had been in post 'for a decade or longer', during which time a number of important changes had occurred, to deal with which they were not sufficiently qualified: for example, multi-ethnic education or special needs in the ordinary school. Many of the staff had teaching experience in secondary schools only but were training students for primary education. At the time of the inspectors' visits no more than 10 per cent of the staff had held a teaching post in a school during the previous three years.(12) Such problems have not been confined to England and Wales, since changes in teachers' roles have required changes in the experience and expertise of professional trainers throughout Europe.(13) In Scotland, an HMI report on Aberdeen College of Education (1985/86) pointed out that many of the departments had made no new appointments for a decade and their staffs 'lacked first-hand experience of recent school developments.'(14) An HMI report on Jordanhill College of Education (1986/87) made the same point: 'Because in a time of contraction few new staff have been recruited, first-hand experience of schools among many lecturers has inevitably become dated'. A third of the staff in the Department of Primary Education had had no experience of teaching in primary schools.(15)

Action by teacher training institutions

These problems had in fact been recognised by the colleges long before they were pointed out by the inspectors, and various actions had been taken to remedy them. In England and Wales, according to the HMI reports, most institutions had been able to appoint a small number of tutors 'with recent and relevant experience of teaching in schools', and these had 'brought with them an enthusiasm and detailed knowledge of classroom practice and resource'.(16) In Aberdeen the inspectors were pleased to find that the College 'had experimented with some new approaches to staffing' in order to meet these problems: specifically, use had been made of short-term secondment of teachers and a dual appointment scheme, and the use of part-time appointments had been explored.(17) In Jordanhill the inspectors noted the 'innovative arrangement by the College of secondment

of some lecturers to schools' and hoped that the 'recent move by the Scottish Education Department to encourage staff exchange between school and college' would 'contribute to an alleviation' of the difficulty.(18)

Government action: the White Paper

In 1983 the government issued a White Paper, Teaching Quality, in which the Secretaries of State for England and Wales outlined the criteria against which they would in future assess all initial training courses before deciding whether to approve them. One of the requirements is that 'the initial teacher training of all qualified teachers should include studies closely linked with practical experience in school, and involving the active participation of experienced practising school teachers.' To this end the government would insist that 'a sufficient proportion of each training institution's staff should have enjoyed success as teachers in schools, and their school experience should be recent, substantial and relevant'. Accordingly the government wanted the training institutions to take steps, in consultation with local education authorities and schools, to 'ensure that there is sufficient recent teaching experience among relevant staff through, eg secondments, the use of joint teacher/tutor appointments and schemes of teacher/tutor exchange'.(19) The government has funded some experimental projects of this kind, and the report on these will be published in June 1988 with the title 'School-based teacher training in the PGCE'.

Criticisms of government's proposals

The assumption that the building of recent, substantial and relevant experience of schools into the work of teacher trainers can best be achieved by the interchange of college and school staff has not gone unchallenged. In The Quality Controllers, a critique of the 1983 White Paper by professional teacher educators at the University of London Institute of Education, Frances Slater took strong exception to this facile assumption: 'I would not disagree that all teacher educators should have taught and taught successfully. If this is the case why demand that they repeat again a job they have already done well? The methods tutors are in schools for over one-third of their time and they teach lessons for students and with students. In my experience the lack of time and institutional arrangement and space for teachers to fulfil their part in teacher training in association

with an off-site tutor is the biggest single hindrance in the development of quality in the school- institution relationship and in teacher education as I know it. But there is a lot of prejudice and ignorance around which makes it easier and cheaper to tinker with the professional duties of a teacher educator rather than release a school-based tutor from other work so that the student teacher gets a better deal.'(20)

Even more stringent criticisms of the White Paper's assumptions were proffered by Charles Clark of the University of London Goldsmith's College in the summer of 1987. Readily conceding that the college tutor needs to have 'mastered the job of teaching children', Clark nevertheless draws a sharp distinction between the qualifications and experience needed by the schoolteacher and those essential for the work of the education tutor. 'Teachers in school teach children and they teach them things like history, mathematics and science. Education tutors do neither of these things; they teach students, and they teach them the kinds of subject-matters - philosophy, psychology, the development of children's language and so on - that bear in their various ways upon a teacher's judgements about what s/he ought to do to facilitate children's learning, and the understanding of which constitutes a necessary (but not, of course, a sufficient) condition of practical competence.' Both the clientele and the curricula of school teachers and college tutors are different, and the qualifications they need are also different, argued Clark. Teachers seeking employment in a college must not only be experienced in the classroom but also be able to show that they have an additional range of qualifications enabling them to teach at the tertiary, or university level. 'No teachers, however extensive their classroom experience, can just walk into such a role in the way that seems to be envisaged in the current proposals.'(21)

Such arguments are a necessary corrective to the assumption, all too prevalent at the present time, that practising teachers could take over the main burden of teacher training. A teacher education course without a major component of professional studies would be barren and unsatisfactory. As Kirk has argued, teaching is a theory-laden activity. The modern teacher, as Stenhouse suggested, may be perceived as a 'tester of hypotheses' in the classroom, prepared to experiment with different approaches, in accordance with different ideas about the nature of learning, or methods of instruction, or ways of organising classroom activities.(22) Nor is it acceptable that 'practical' training may be provided by teachers while the 'theoretical' elements are provided by academics in the college.

The relationship between theory and practice is an organic one: the understandings gained from professional studies serve as rationales for practical activity in the classroom, and practical classroom procedures have to be examined and appraised in the light of what is known about children, knowledge, learning and other theoretical topics.(23)

Connecting theory and practice in Scotland

In Scotland the necessary association of theory and practice has for many years been acknowledged in arrangements made for collaboration between colleges and schools. In the design of new courses for the Primary BEd and the PGCE (Sec), for example, class teachers, headteachers and advisers were invited to join with college staff in a formal relationship: for example, Moray House College set up the College/Regional Organisation of School Experience (CROSE) which now supervises students' placement experience and related matters. In schools, teaching staff play an important formal role in the training and assessment of students.(24) Arrangements for the exchange of college and school staff form only one part of a concerted programme of action designed to utilise the 'craft knowledge' of practising teachers and to increase the 'craft experience' of college lecturers.(25)

Other arrangements with this purpose include lecturers taking part in school and local authority workshops, committees and study groups; lecturers doing practical teaching stints on a weekly or monthly basis; lecturers being involved in in-service training activities in schools; lecturers acting as consultants in schools; lecturers conducting demonstration lessons in schools; lecturers and teachers working together in team teaching; and lecturers conducting a variety of research and development activities in schools. In addition, as the SED's Consultative Paper acknowledges, college tutors work closely with school regents to make arrangements for student placements, and this requires in the tutor a thorough understanding of the school's operations. Colleges also make ample use of practising teachers in the selection of students and in the designing of in-service courses, and work in close association with teachers during the courses. 'As a consequence of these changes', the Consultative Paper points out, 'the danger of college lecturers becoming isolated from the realities of working schools has diminished. Most can now claim an up-to-date and thorough knowledge of the school system gained at first hand, and direct experience of working with pupils in a variety of educational environments.'(26)

In Scotland, then, it was not necessary for the Secretary of State to instruct the training institutions to take steps to ensure greater teaching experience among college staff, as was done in the DES and Welsh Office White Paper of 1983. Much had already been done in that way long before October 1987.

The economic and political context in Scotland

There were, however, other influences being brought to bear upon the Scottish Colleges of Education, some of which must be mentioned as forming part of the rationale for the SED's proposals for staff change.

An important factor was the college staffing problem caused initially by the decline in pupil numbers during the 1970s, with the consequent need to curtail the numbers of students in training. This led to an increasing need to restrict recruitment to college of education staff. With various schemes of early retirements, it was evident by the end of the decade that college staffing had become to a certain extent unbalanced. Some departments were thought by the SED to be overstaffed. In some departments, staff seemed unable to keep sufficiently in touch with modern developments. In most of the colleges an increasing number of staff had to be redeployed, with the result that lecturers whose experience lay in secondary teaching were required to train students for primary teaching. Early retirements themselves caused distortions in staffing balance.

The colleges reacted to these problems in a variety of ways. In Jordanhill, for example, staff in some departments, notably in Science, arranged short-term secondments for themselves in order to become more familiar with the Standard Grade developments. For seven or eight years prior to the appearance of the SED's consultative paper, Jordanhill had been operating a substantial programme of staff secondment in collaboration with Strathclyde Regional authority. It is not unlikely that this scheme subsequently influenced the SED's policies. In other colleges, similar strategies were adopted.

Aware of the problem of staffing imbalance, the SED instituted in 1984 a 'new blood' policy, allowing the colleges to appoint staff in order to provide 'fresh experience' to certain departments. Despite this, however, the problems remained. The staffing complements required by the SED continued to fall. Because student numbers dropped more rapidly than

staff numbers, student-staff ratios in a number of cases fell below a level that the SED found acceptable. In one college, for instance, HM Inspectors noted that staff in some departments were 'under-employed', while in others members of staff carried 'heavy workloads'. In another college the inspectors noted that a ratio of 10.6:1 in 1976/77 had dropped to 8:1 in 1980/81. By 1986/87 the ratio had risen to 9.3:1 because of strenuous efforts by college management staff to transfer lecturers between departments and provide them with special training.(27) In at least one college, however, the ratio in 1987 was 13:1, worse than had prevailed in the 1970s.

Although the SED tacitly accepted the college governors' policy of avoiding compulsory redundancy, it has continued during the 1980s to urge colleges to reduce staff costs in line with government policy to contain public expenditure. By the beginning of 1986 it was becoming increasingly difficult for the colleges to achieve the academic staffing establishments authorised by the SED in terms of approved funding. Early retirements on grounds of redundancy had become more difficult to apply both because of the age limitations and because of restricted finance. The SED's estimate of staffing expenditure for 1985/86 was increased by 5% for salary increases, but the real increase agreed in the Scottish Joint Negotiating Committee (SJNC) was 7.3% from 1 April 1986. For 1987/88 the SED set a target of 10:1 for all the colleges of education.(28)

In order to contain the costs of academic staff establishments within the SED's estimates, it has been necessary for colleges to reduce their FTE(full-time equivalents) establishments. There are various options open to college management. The early retirement scheme can constitute a few reductions. The transfer of staff within the college could help offset shortages and reduce surpluses. Workloads could be increased where that is possible, for example by means of giving staff increased commitments to in-service training, consultancies, research and development. One of the most attractive options is the secondment of college staff to schools, especially where the local authority would bear all or part of the salary cost; but this has proved difficult to achieve. The secondment of college staff as supernumeraries in schools, their salaries continuing to be met by the college, can effect little or no financial saving.

The secondment of practising teachers to undertake college work, on the other hand, might be seen to have several advantages. Teachers seconded by a local authority could continue to be paid at their current salaries, which are usually lower than those of college lecturers; thus even

if the college met the cost (and if payment of VAT can be avoided) a saving could accrue. The appointment of teachers on fixed-term contracts, however, can be significantly advantageous since this allows the college to avoid commitment to permanent posts. Whether seconded or on short-term contracts, teachers could fill vacant posts on a temporary basis, thus measurably increasing the scope for cost reduction.

It would seem, however, that the major thrust for secondment schemes was not founded on financial considerations. The SED's announcement of a change in its policy on academic staff recruitment, which was conveyed to college principals in March 1987, was ascribed to a concern on the government's part to achieve a more flexible lecturing force to enable colleges to respond more effectively to the changing needs of the education service. The SED's wish that academic staff vacancies be filled, where practicable, by teachers seconded or on fixed-term contracts, was backed by the intimation that thenceforth no permanent appointment would be approved unless colleges could show that they had been unable to fill the posts by means of secondment or short-term contracts. This was seen by the SED as a means of ensuring 'an appropriate injection of new thinking and recent classroom experience to colleges within the overall staff student ratio set by the Department'. It was also seen to support the GTC's concern for 'the professional replenishment of existing college of education staff who may not have relevant experience or qualifications for the duties they are currently expected to discharge'.(29) A consultative paper was promised for later in the year.

The GTC had indeed continued to be concerned about the practical teaching experience of college staff. Members had often expressed their belief in a 'credibility gap' between the colleges and the teaching profession. Successful and recent classroom experience was considered to be of crucial importance for 'professional credibility'. Secondments both ways between colleges and schools were recognised to be a powerful means of bridging the gap. The SED officers responsible for the consultative paper were closely acquainted with the GTC, and it is logical to assume that the provenance of their proposals for staff movement was due at least in part to the GTC. Certainly in its submission to the Secretary of State in response to the consultative paper the GTC 'notes with satisfaction that the thrust of the Scottish Education Department Consultative Paper is broadly in line with the Council's own thinking on professional replenishment...'(30)

SECTION III: SUBMISSIONS FROM CONSULTED BODIES

Introduction

This section deals with the responses to the SED consultative paper by a variety of interested bodies. There were 13 responses, from the following bodies:

Association of Directors of Education in Scotland (ADES)
Association of Lecturers in Colleges of Education in Scotland (ALCES)
Convention of Scottish Local Authorities (COSLA)
Craigie College of Education
Educational Institute of Scotland (EIS)
General Teaching Council for Scotland (GTC)
Joint Committee of Colleges of Education in Scotland (JCCES)
Jordanhill College of Education Board of Governors
Jordanhill College of Education Division of Education and Psychology
Moray House College of Education
St Andrew's College of Education
Scottish Committee for Staff Development in Education (SCOSDE)
Scottish Further and Higher Education Association (SFHEA).

The submissions are available for consultation in the library of Old St Andrew's House, Edinburgh.

We shall describe the various bodies' views under headings which, for the most part, follow the sequence of the SED's consultative paper. These headings are not used in the majority of the submissions, though some refer to the paragraph numbers in the consultative paper. We shall refer to bodies by name only where it seems significant to do so.

'Introduction and Background': the general objectives

The SED consultative paper 'explores the scope for increasing the flow of academic staff between different institutions as part of a wider thrust to enhance staff development in education and to improve the quality of teaching' (para.1). The paper makes it clear that it invites comments on the 'mechanisms' that might be employed. It does, however, offer a few general principles on which its proposals are founded: a period of work in a 'related field' is beneficial; there is a need to develop closer working relationships between the colleges of education and the schools, and several

recent developments - such as college/school partnership in school placement arrangements, a greater use of teachers in student selection, course design and assessment - have diminished 'the danger of college lecturers becoming isolated from the realities of working schools'. But 'there is probably no substitute for a sustained spell of classroom teaching ...'(paras.2-4).

Without exception, the bodies have expressed agreement with the general proposition that there should be more opportunities for educators to gain experience in different institutions. From their different viewpoints, however, some have reservations to put forward about the apparent narrowness of the paper's theme. SCOSDE points out that interchange of staff is 'just one of many aspects of staff development which have yet to be more fully tried and tested and should be seen in that context'. The same point is made by Moray House College: 'these approaches undoubtedly constitute an important means of professional development, especially when, as the consultative paper acknowledges, they are properly planned and prepared for. However, they are best seen as features of a comprehensive programme of professional development activities intended to accommodate the widely varying professional development needs of the staff concerned.' St.Andrew's College also insists that 'the policy of secondment or exchange of staff should be one element in a college-wide policy on staff development'. And the EIS submission bluntly states that 'all secondments should be in the context of career development of the individual lecturer/ teacher'. Even the GTC, whose submission is forthright in its support of classroom experience for lecturers, agrees 'that professional development or replenishment should not be too narrowly defined and that it certainly implies something wider than experience of teaching in schools alone'. The SED's hope (expressed in para.7) that staff interchange would develop automatically as a consequence of greater staff development activity seems forlorn.

Benefits of secondment/exchange

There is general, if mostly tacit, agreement with the paper's description of the potential gains to individuals from experience in a different work setting. It is easy to see, however, that some of the respondents have doubts about the genuine reciprocity of benefit claimed in the paper. ADES expresses concern that 'the essential requirements and responsibilities of schools, and to some extent colleges, should not be prejudiced', and it

would deprecate 'an excessive movement in and out of schools'. The directors felt that the paper 'implies greater benefit for the lecturer than the teacher'. Craigie College thinks that the paper's claim that teachers in college could undertake research and curriculum development is too idealistic in view of the limited duration of most secondments.

Understandably the colleges of education lend greater support to the claim that secondments and exchanges confer reciprocal benefits on schools and colleges. According to the Moray House College submission, these 'constitute widely acknowledged means of revitalising the work of colleges of education and the schools: they enable teachers with recent successful first-hand experience of the classroom to share their skills and insights with students in training as well as with other college staff; and they place established college of education staff in a position to contribute directly to the education of pupils as well as to stimulate curriculum development within schools'. At the same time the major part of Moray House College's enthusiastic support for the SED's proposals dwells on the advantages to be gained by the colleges.

The SED's suggestion that college lecturers might get opportunities to serve within the local authority advisorate or directorate was received with some asperity by ADES. 'Given the title of the paper,' its response says, 'the reference to the advisorate and directorate is unexpected and questionable.' It recognises that 'there may well be merit' in the idea, but believes that it would need separate consideration rather than appearing as a casual suggestion in a paper dealing with staff movement between colleges and schools. The staff of Jordanhill's Education and Psychology Division, on the other hand, see no reason why it would be inappropriate for them to be given periods of secondment to 'relevant positions in Child Guidance, Speech Therapy, the Inspectorate, research units of SED, the Directorate, the Advisorate, a Chief Executive's department in the Regional Council ...'. On the subject of the interchange of staff other than lecturers and teachers, both ADES and ALCES hint at the possibility of HM Inspectors and other SED officers benefiting from secondment to schools or local authority offices. Craigie College sees more feasibility in college staff serving in the advisorate than in the directorate given the limited duration of most secondments. 'It could also be suggested' it says 'that interchange between college staff and HM Inspectorate might be equally encouraged to allow both groups to understand the complexities of each other's commitments.' The EIS urges that there should be 'parallel consideration'

of the possible secondment needs of HMIs, educational advisers, members of the Directorate of Education and senior promoted staff in the colleges of education, 'all within the context of the career development of individuals.'

Forms of secondment/exchange

The consultative paper encourages 'cross-movement' of staff in a variety of forms: the employment of serving teachers on a part-time or dual appointment basis; head-for-head exchanges; longer-term appointments of three or four years as secondments or fixed-term contracts. Pointing out that normal secondments or exchanges are for a period of up to 23 months to avoid complications in respect of salary conservation, the SED invites colleges and education authorities to consider how longer secondments could be managed. The main weakness of the short-term appointment to a college is briefly posed: 'Following the introduction of external validation, much of the college lecturer's work is very different from that of teachers in schools, and it may take 12 months or more before an incomer can make a fully effective contribution.' While suggesting that 'similar, but perhaps less marked' difficulties can arise when a lecturer is seconded to a school, the paper offers no illustration of such problems (paras. 8-10).

ADES acknowledges the potential benefits of part-time appointments, but points out dangers: 'the staff concerned can be faced with divided loyalties and priorities and class groups may require a succession of temporary arrangements.' Moray House College agrees 'that a number of posts should be fixed-term, either on a full-time or a part-time basis' but offers no specific support for part-time appointments. ALCES says that some of their members might welcome an opportunity to teach part-time in school together with opportunity to undertake the liaison work in relation to students in school which is at present undertaken by regents.

The responding bodies do not appear to have any particular interest in head-for-head exchanges, that is a 'straight swap' of job for job. They envisage, rather, a complex and ad hoc set of arrangements whereby the needs and circumstances of each individual are considered and catered for. The EIS says that there should be a balance between 'inward and outward' secondment, and if this means that the movement of staff between colleges and schools should be quantitatively equal at any given time the other bodies have no such concern. Indeed, submissions from the colleges

suggest that because it will not be possible to achieve an equitable exchange of staff the SED should provide extra funds to support the scheme. ADES also points out that 'adequate resources' should be provided because the planning of exchanges and the 'many elements involved in identifying staff' will be time-consuming.

There is virtual unanimity among the colleges that secondments of more than 23 months would be more useful to them. Jordanhill College states the case succinctly: 'The period of 23 months is too short, and it would be much better if the secondees could come to the College for at least 3 years.' The same point is made by Craigie College, Moray House College and the JCCES. As St Andrew's College points out, the continuity now required through a four-year course diminishes 'the extent to which the temporary staff can be reasonably expected to contribute towards longer term developments in colleges'. Submissions from other bodies support this view. SFHEA expresses the view that secondments need to be for a substantial period of time to be effective. The GTC says that a 'considerable number of members' felt that 23 months 'is not necessarily long enough for a secondment to be effective', but they think it necessary to recognise that secondments of different lengths may very well be appropriate for different purposes. ADES takes exception to the implication in the consultative paper that the work of a college lecturer is much more complex than that of a teacher, but can see merits in more flexible arrangements for the appointment of staff to colleges of education.

In response to the SED's invitation to consider how some secondments beyond 23 months might usefully be arranged, ADES bluntly replies that there is a number of reasons why the suggestion 'cannot be supported, at least at this stage'. Apart from the problem of salary conservation, there are 'major questions, such as re-entry, to which there are currently no obvious solutions'. ALCES also points to the difficulty that return to a former post cannot be guaranteed after a longer secondment. None of the colleges has a solution to offer other than urging the SED to 'pursue possibilities'.

The teachers' and lecturers' associations make it clear that they will resist the reintroduction of fixed-term contracts to college staffing policies. The EIS condemns 'the use of fixed-term contracts under the cloak of secondment' and ALCES reiterates its long-held opposition to 'the traditional

temporary appointments'. The GTC's submission is equally forthright on this question:

> The Council wishes to express strong reservations about the proposed use of temporary contracts as opposed to part-time appointments or secondments, which would in the unanimous view of members be hopelessly counter-productive. It is thought that temporary contracts militate against professional continuity and against continuing commitment. There would appear to be no doubt that temporary contracts will not generally attract high-quality candidates to College posts because there is no prospect of permanence and there is a very real danger that such contracts would attract teachers at the tail end of their career. This is not a desirable prospect. The view of the Council is that temporary contracts are professionally unacceptable and will not produce the desired result which is infinitely more likely to come from short- or long-term secondments and from part-time appointments. The Council would therefore recommend most strongly against the use of temporary contracts.

Induction policies

The SED paper recommends that secondments/exchanges should be facilitated in a number of ways: the employing body should arrange for the applicant to be interviewed ar. for a report on his/her 'qualities' to be prepared; consideration might be given to an induction programme beginning for the individual in the term previous to the start of the secondment/exchange; management time for these arrangements should be taken into account(para. 11).

The college respondents clearly agree that preparatory interviews and induction arrangements are important. They emphasise the amount of time required, in their experience, for negotiating with individuals and their employers. Craigie College points out that some of their early attempts to arrange secondments involved as long as four to six months between proposals and eventual appointment. Moray House College also refers to 'time-consuming

negotiation' and points out that the management of secondments and exchanges involves difficulties not encountered in standard appointments; and Jordanhill College makes the same point. ALCES welcomes the proposal that secondments/ exchanges should be 'thoroughly considered and prepared with the staff involved through consultation and interview'. SHFEA makes the point that it is the permanent staff of the receiving institution who have to induct the newcomer.

ADES supports the SED's statements in this paragraph, but believes that the SED 'underplays the time and resources required'. The Department 'must recognise these facts and find a way of meeting the challenge if the concepts contained in the paper are to have any hope of succeeding'. JCCES echoes this need for 'satisfactory arrangements'; and all the respondents would seem to agree with the GTC's insistence that 'the whole question of the movement of staff between colleges and schools has to be handled with sensitivity.'

Filling college vacancies

The paper recognises that colleges have lost much of their ability to deploy staff flexibly as a result of several years of staff reduction, and argues that the predominance of full-time permanent lecturers has been 'one of the principal contributory factors' to this problem. The injection of 24 'new blood' posts in 1984 was 'a legitimate response to an urgent problem' but is not considered to be a satisfactory solution in the medium term. What seems to be required is a 'less uniform pattern of employment'; staff should be employed 'on a variety of bases (eg part-time, temporary, seconded).' Care would have to be taken to ensure 'an appropriate balance between permanent and seconded staff both in the college as a whole and in particular departments'. The Department has already 'advised colleges that permanent appointments should no longer be "as predominant"'. 'It is not intended that any rigid rules should apply but all colleges are expected to appoint staff wherever possible on other than a permanent basis.' (This is a reference to the instruction issued in March 1987 that no permanent appointments would be agreed to unless the college could prove that it had tried and failed to fill the vacancy by means of a secondment or a fixed-term contract.)

The SED recognises, however, that 'a substantial core of academic staff, including promoted postholders, would require to be permanent appointments'. The SED is aware that the attitude of education authorities would 'influence

the effectiveness' of this shift in staffing policy: unless the local authoritiess can 'perceive the benefits' of staff interchange they 'will lack the incentive to participate'. Views are invited on the criteria which should 'underpin' the Department's guidelines to colleges on their staffing, and on what 'suitable performance indicators' could be used to monitor progress in an objective way (paras. 12-13).

ADES and COSLA obviously regard the question of staff balance in the colleges as a matter for them and the SED. ADES, however, hopes that 'concepts' of secondment and exchange are not seen as 'a means of solving the staffing needs of colleges'. The EIS merely warns that 'there should be a ceiling on the number of secondments in any one college department'. ALCES takes exception to the assertion that 'the predominance of full-time permanent lecturers' causes inflexibility as this ignores the 'specific combination of professional skills' required in a college tutor. Jordanhill College reflects this view in saying that 'work in a college of education is itself a profession, where time is necessary for skills and experience to be built up'. The Education and Psychology Division of Jordanhill College purveys an account of their complex and varied commitments which strongly illuminates this claim.

On the question of the most appropriate balance of permanent and temporary staff in a college, the respondents are at variance. ALCES accepts that 'a small proportion of experienced and effective teachers seconded to the colleges (say 10% of their staff) would enrich the college's resources'. One college, however, would seem to be ready to accept that 30% of their staff could be temporary and another goes so far as to suggest 50%. Jordanhill College Governors agree that there should be a number of secondees in each division at any one time, but 'would not regard it as appropriate, however, for the majority of its staff to be in this category'. JCCES is probably reflecting the SED's opinion when it suggests that 10% of posts being filled on a secondment/exchange basis, with at least one secondment/exchange in operation at any one time in each 'major departmental grouping', would be consistent with the principle that the majority of staff should be full-time permanent lecturers.

The SED is unlikely to be satisfied with the responses to its request for 'performance indicators'. ADES frankly admits that it does not know what the paper means. JCCES, the EIS, the GTC, COSLA, Jordanhill College, SFHEA and ALCES all ignore the invitation. Craigie College offers one: the number of teachers and lecturers willing to seek exchanges. Moray House College

suggests 'those which relate to the level and variety of secondments or exchanges that any particular institution develops', and their relevance, practicality and fruitfulness in the sense of 'their capacity to bring reciprocal benefits to colleges and schools'. St.Andrew's College offers the following:

(a) The number of seconded or exchange staff
- in the college as a whole
- by the department.

This number should be set against an institutional 'norm' generated as part of a staffing and staff development policy for the college.

(b) The remits for the use of seconded or exchange staff. This should reflect the particular qualities which each member of staff brings to the college, and indicates the quality of use of the person.

(c) A statement on the longer term use of the seconded or exchange staff. This should indicate the planned development of the movement from school to college and college to school, and should be part of a strategy of staff development.

(d) The number of applicants for the posts which are to be filled by secondment. This is an approximate indicator of interest in the posts.

Practical obstacles

The SED acknowledges 'a number of practical obstacles to achieving staff movement' (para 14). These include the legal requirement that a 'temporary employer' must pay VAT for the secondee's service, problems of re-entry and problems arising from differences in the conditions of service between school and college staff. 'For reasons of salary, conditions of service and status', the consultative paper says, 'the pattern of movement has tended to be from school to college'. Other inhibitors mentioned are 'the deeply embedded professional view of career advancement leading away from the classroom', and the view that the best route to senior posts in schools is uninterrupted school

experience. Also, according to the SED, there are 'at the heart of current attitudes' different opinions about the 'professional credibility' of the colleges. Such attitudes need to be changed, and that will require 'a collaborative effort between colleges and authorities to re-examine the scope for professional enrichment in this area'. A greater degree of movement of academic staff of the kind advocated in the consultative paper will, it is hoped, remove much of the scepticism about college staff's 'credibility'. The SED also hopes that their proposals will facilitate the 'professional updating' required by the GTC, which has recently announced its wish to have evidence that staff engaged in the teaching of a course will have, where appropriate, 'recent relevant and successful classroom experience' (paras. 16-17).

A number of the respondents clearly take the view that the consultative paper does not address the 'obstacles' with sufficient clarity and seriousness. On the question of VAT, the colleges point out that this is indeed a problem: in practical terms a college must pay for seven secondees in order to receive six. They all, however, insist that it is for the SED to resolve this problem: as the JCCES puts it, 'the VAT requirement has to be specially funded, or circumscribed, or waived'. The local authorities would not, of course, be concerned about VAT charges, but ADES assumes that secondees would have to receive a temporary allowance, if necessary, to achieve salary comparability and it would be necessary for the SED to meet 'the full amount of the additional costs involved'. Similarly Craigie College argues that 'it will be of little or no value to colleges or to students if the salary levels for appropriately experienced and able staff in schools are such as to prevent movement into colleges because of lack of reward'.

There is no evidence in the responses to support the paper's assertion that college staff have been reluctant to accept secondment to school posts because they would suffer a deterioration in conditions of service. Jordanhill, Craigie and Moray House Colleges all testify to considerable experience of lecturers voluntarily working in schools, and the only 'reluctance' mentioned (by Moray House College) refers to lecturers feeling that their contribution to college courses should have priority and that 'their particular constellation of skills would not be properly replicated during a sustained absence'. The SED's insinuation that lecturers have been inhibited from secondment to schools because of a loss of status is not referred to in any of the submissions. Indeed, as the Jordanhill College response makes plain, there has been some disappointment that lecturers have been used as 'supernumerary' teachers rather than as straightforward exchanges, apparently because of the

unwillingness of the 'trade unions' to accept them. ALCES repudiates the suggestion that the annual leave entitlement of college staff may have deterred lecturers from seeking experience in schools.

ADES is sceptical about the SED's assumption that the new promoted postholders in schools will figure most frequently in an increased secondment scheme: 'it may prove helpful,' says its response, 'to clarify differences between exchanges and secondments which appear to have become somewhat obscured by this stage in the paper'. The directors believe that 'there are considerable implications, including legal liability, in respect of secondments or exchanges into posts of responsibility in schools'. The more senior the post the greater the complexity, 'and the greater the doubt there must be about the capability of a lecturer to undertake the responsibility'. On the other hand, ADES supports the contention that headteachers and their senior colleagues would benefit from having worked for a spell in a college of education.

ALCES welcomes the paper's recognition that much of the scepticism about the colleges' 'professional credibility' is not justified, and points out that there has been no 'informed opinion' in Scotland to challenge the colleges' 'professional image'. The GTC's concern, it says, relates to the use of college staff with largely secondary experience in the training of primary teachers, and ALCES accepts that this is 'a specific problem' which requires solution. The GTC's submission, however, bears out the SED's assertion that the Council is concerned about the need for 'professional updating' among college lecturers (see 2.9 above) and it welcomes the consultative paper's 'emphasis on the principle of secondment because of its beneficial effect on the professional credibility of the staff of the Colleges of Education'. ADES, however, would not support a scheme designed merely to meet the GTC's requirements.

The way forward

The paper invites comments on the various suggestions put forward by the SED. It asks whether an SED circular to authorities would be desirable. It hopes that 'significant progress' will be possible during 1988/89 so that SCOSDE can review progress and suggest improvements.

Although ADES and one or two of the colleges think that a circular should be issued, COSLA makes it clear that 'it should be left to individual authorities and colleges to make mutually satisfactory arrangements'. ADES doubts whether much can be done by the start of the 1988/89 session.

Conclusions

(1) There has been a widespread welcome in principle for the SED proposals.

(2) It has been argued, however, that secondments and exchanges constitute only one of a range of staff development opportunities that should be available.

(3) There is some doubt whether the proposals have been put forward purely for the professional benefit of staff.

(4) Despite the contractual difficulties, secondments of longer than 23 months would be favoured by the colleges, but Directors of Education do not support longer secondments at this stage.

(5) The associations for teachers and lecturers and the General Teaching Council all strongly object to the proposed introduction of fixed-term contracts for college lecturers.

(6) It is widely accepted that a scheme of secondment/exchange should be introduced with sensitivity and care.

(7) Induction arrangements, including negotiation with the individuals concerned, are pre-requisite to the success of any scheme for secondment/exchange.

(8) All the respondents would agree that the majority of college academic staff should be on permanent contracts.

(9) A proportion of 10% temporary staff at any one time would be acceptable.

(10) There is a unanimous view that the SED should solve financial difficulties by making additional funds available.

(11) There is no support for the assertion that college lecturers have been reluctant to take up work in schools because of differences in conditions of service or loss of status.

(12) It is strongly emphasised by all the consulted bodies that the SED's proposals should be explored with caution and that much more discussion is necessary before significant progress can be made.

SECTION IV: TEACHERS

Introduction

In this section we describe the experiences and perceptions of teachers (six primary and six secondary, four unpromoted and five promoted) who had been seconded or were currently on secondment. Eleven teachers were interviewed; one teacher provided written evidence. Of the teachers contacted, three had returned to school after secondments of approximately 12 months, one had obtained an advisory service post after completing 10 months of a 23 month secondment, and eight were still on secondment.

Preparation and induction

In the majority of cases the arrangements had been initiated by the college of education. The teachers had applied for interview after seeing an advertisement in a school circular. One teacher said the college had persuaded the local authority to allow him to accept secondment. In two cases the college had asked the local authority to forward the names of suitable candidates. In another the initiative came from a regional Adviser, and finally an Adviser had advertised one post.

The time taken to arrange the period of secondment was seen to be quite short in most cases. Two secondary teachers stated that arrangements had taken a long time, in one case because the headteacher wanted the temporary replacement teacher appointed before the secondee left to take up the college post. All the teachers remarked that they had short notice of the starting date of their appointment after the interview had taken place. All received between one week and two months notification of commencement of their secondment. Consequently they had little time to prepare themselves for their new posts. One teacher had been preparing for the school year before he received notification of his college appointment. Five took up seconded posts in September and therefore spent a few weeks in school making arrangements. Two arrived in college from school in October, two in November and one in January. One teacher made the point that it would be better to have the summer holiday in which to prepare for entry to a college appointment.

The point was made that time of entry to college for the purposes of preparation and induction was important. There should be more time for preparation and induction before the courses started. One teacher made the

point that her remit while seconded was 'new ground' for the department she entered and that the secondee and the department had to 'find their way together'.

All the teachers stressed that they received ample informal advice and that college staff were helpful and supportive despite the pressures of their own workload. Two commented on the need for a more structured form of induction. Five teachers said that they had visited various departments, met staff, made visits with lecturers to schools and had discussions with department heads. One secondee mentioned that specific members of college staff had been assigned to help her.

Four teachers commented that they found their experience of induction to be adequate while another stated that the college did as much as it could have done to prepare the secondee. The comment was made that nothing could prepare you for the job apart from doing it. Two teachers singled out the fact that self-preparation was undertaken in the form of background reading and familiarisation with materials. Others undertook self-preparation and induction by spending time finding their way around the college, and sitting in with classes and workshops. In one case the college staff did not know when the secondee was coming into the department and so in the first term specific tasks had not been assigned to her. Consequently she shared a lecturing commitment and school visits with staff. One teacher felt that no 'real' induction had been given, and another stated that the 'preparation' was 'a brief talk over lunch'.

Under the heading of Preparation and Induction we discussed who replaced the teachers in their school. There was no instance of a reciprocal arrangement made with the college. In all cases secondees were replaced by other teachers. Most were replaced by experienced temporary teachers who fitted well into the school. In three instances the secondees had time to liaise with their replacements prior to taking up their college posts. In two cases teachers from within the same school received temporary promotion in order to fill the vacated post, and this resulted in good working relationships within the school. In one instance the post of a seconded primary headteacher was taken by her AHT: this enabled them to liaise on future plans for the school with mutual trust.

In another two instances the post vacated provided a temporary promoted post for a teacher outwith the school. In one of these a good working relationship was established in the school but in the other, dissatisfaction was expressed by the seconded primary headteacher. She had not been consulted

about her replacement and felt that arrangements should be considered more carefully. One headteacher expressed dissatisfaction to a secondee about the lack of consultation with the authority over the replacement, and another was concerned that an experienced teacher had been replaced by a probationer.

One promoted teacher on a 23 month secondment had given up a school post in order to enable the school to offer a permanent position to the replacement (who was currently on the staff). It was mentioned that where a teacher from within a school takes on the temporary promoted post of a secondee for a 23 month period, he or she may be unsure about applying for permanent promoted positions outwith the school. There is always some uncertainty about whether the secondee will return to his or her original post.

Secondment Tasks

The twelve teachers were asked what their duties in college were, and how their 'special expertise' was used. The following indicates the range of duties and the numbers of teachers who reported involvement in the different tasks -

(i) Lecturing commitment (7)
- (a) lectures on methods (3)
- (b) materials on teaching (6)

(ii) School visits to students (3)

(iii) Project work with pilot studies in schools (1)

(iv) Production of a curriculum development package for national use (1)

(v) Completion of a specific project (3)

(vi) In-service courses for lecturers (1)

(vii) Providing college staff with information from their involvement in the development of Standard Grade courses (3)

(viii) Organisation of in-service courses for teachers in the public and private sectors (1)

(ix) Ordering materials and acting as a resource for lecturers (1)

(x) Up-dating of departmental resources, re-organising the department and purchase of new equipment (2)

(xi) Initiation of liaison between college departments (2).

Some of the teachers had responsibilities for more than one kind of duty, but rarely more than two. For example, one undertook project work alongside

lecturing and tutorial activities and those involved in evaluation were expected to give some lectures to students. Three hoped to be involved with in-service training or research and development work at a later time.

Adjustment

The interviewees were asked to express their views on the length of time they took to adjust to working in the college and the problems, if any, that they encountered.

Issues of adjustment covered a number of areas: the differences in working environment, the size of the college in some cases contributing to an initial sense of isolation; the novelty of working independently of others; the need for teachers to familiarise themselves with the college building, departments, resources available and personnel to contact for various requirements. One teacher stressed that attunement to college work and surroundings took at least a year, and two, one each from the primary and secondary sectors, stated that assimilation of new information and tasks was a continual process. Three teachers emphasised the need for advice and reassurance on embarking on college work. One would have liked to maintain contact with people undergoing secondment at the same time.

The issue of the timing of secondment was raised again in this context. Two primary teachers arrived after the start of the college term and felt that this gave them less time to settle. It would have been preferable to take up the appointment before the arrival of students and the start of courses.

Only one teacher, from the primary sector, remarked on the transition from teaching children to teaching adult students.

Seven teachers from both the primary and secondary sectors discussed the learning process involved in the transition fom school to college. The first year was spent trying teaching methods, building up contacts and becoming familiar with materials, courses and the variety of functions involved. One observed that the first year of the secondment was experimental and that in the second year the students would receive the benefit of the previous year's assimilation of knowledge. The second year would see an improvement in the teacher's competence as lecturer/tutor.

Six teachers, an equal number from both primary and secondary schools, spoke in some detail about adjustment to teaching in college. Two remarked on the difficulty they faced in acclimatising themselves to the course content of

the college department: one found it unsatisfactory; the other was concerned about his lack of knowledge about it. Of those teachers required to lecture on teaching methods to students, one found it difficult to analyse her own practice. Three teachers (two secondary, one primary) found accustoming themselves to teaching students relatively effortless because of their familiarity with preparing and working on in-service courses for teachers. Primary teachers employed on evaluation projects had a more nebulous remit and had to make the transition from working to a school timetable to organising their own time.

Secondees were asked to consider what the best length of time would be for secondment of the type in which they were involved. They were asked to concentrate on the benefits to themselves, their schools and the college.

We began by focusing on the current 23 month limitation. Seven teachers, four secondary, three primary, said that 23 months was too short a time in view of the large number of new tasks that had to be undertaken. It was observed that the college would not benefit from the optimum performance of the secondee for two to three years. The skills secondees had developed over a 12 or 23 month period were lost to the college on their departure.

Teachers were asked for their opinion of the potential value and problems of three to five year secondments. Five teachers, two secondary and three primary, estimated that there would be personal benefits accruing from long-term secondment. Longer secondment would enable the further development of ideas in the area of career development and might provide the opportunity for research once competence had been gained in general lecturing and tutoring tasks. One teacher who had been given responsibility for up-dating the equipment of a college department maintained that a five year secondment would have been beneficial in this respect when allied in general to improving on work. Another teacher showed interest in the concept of a four to five year secondment to facilitate research.

Nine teachers (four secondary, five primary) pointed out a number of professional and personal problems likely to be associated with long-term secondment. Four surmised that contact would be lost with the school; they would lose touch with developments taking place within the school environment, lose rapport with pupils and, as a consequence, would find it difficult to be re-employed as a teacher. One secondary teacher remarked that, in this respect, it would be necessary to maintain those links with the base school over a four to five year period of secondment. One primary teacher considered that she would judge a three year secondment to be a separate

career and that she would, as a consequence, suffer readjustment problems on return to a classroom environment.

Three teachers dwelt on the lack of security involved in losing the guarantee of returning to their original school after three to five years. Two in the primary sector stated that they were willing to accept 'the risk' of a posting to any school within the region on the equivalent level of promotion they currently enjoyed. But loss of security was a general preoccupation mentioned by most of the secondees.

Only two teachers, one from each sector, perceived any benefit for the school in losing a member of staff to long-term secondment. They suggested that their replacement would have the equivalent of a permanent post giving scope for making changes and developing the job. The school, in consequence, would enjoy more continuity than that received during a 23 month period. One promoted secondary teacher felt that his school would have been satisfied to keep his replacement in post for three to five years, but two primary headteachers, intending to return to school after 23 months, remarked that three to five years was too long to have a temporary replacement in a headship.

The benefit to the college of long-term secondment was thought to be the increased competency of the secondees to carry out their allotted tasks.

Two primary teachers, including one headteacher, were concerned about the selection of the person required to take up the temporary post in school. Both thought that the headteacher should be more involved in the choice of replacement. One teacher remarked on the lack of continuity for the school over a 23 month period if a series of temporary teachers were given one-term contracts for the post. Three teachers, two primary and one secondary, however, stated that their schools were satisfied with the temporary replacement teachers.

Professional development

On this topic there were as many views as teachers. With a larger sample it would have been interesting to see if significant areas of development characterised either the primary or secondary sector. In this survey we have not been able to distinguish validly among the views expressed by secondary and primary, promoted and non-promoted teachers.

Teachers were asked to reflect on the original purpose of their secondment. The majority believed that secondment broadened their horizons,

extended their expertise and gave them time to reflect upon their work as teachers. Other points raised were the opportunity to catch up on theory and study subject development. One teacher applied for secondment because she believed she had a special subject expertise to offer the college department.

Many individual replies were given on the question of professional and personal benefit accruing from secondment. In particular, several mentioned that they had experienced a growth in self-awareness. Four primary teachers focused on an increase in confidence in their skills; and a number from both sectors enjoyed the autonomy offered by working in the college environment. In terms of professional benefit, six teachers mentioned that secondment offered refreshment, the opportunity to learn new ideas and to work with and relate to students, college colleagues and teachers on in-service training courses. One primary teacher developed skills in administration and planning and benefited from seeing different ways of operating a class in various schools. Those responsible for tutoring students in teaching methods found that it forced them to analyse their own techniques.

Teachers were asked to consider the issue of career enhancement. Nine had not thought about promotion in association with a term of secondment. When asked to give an opinion on this subject, three felt a period of secondment might be advantageous in terms of obtaining promotion within the school environment. Five who were (or had been) on secondment were interested in obtaining posts outside school. Three of these had been interested in obtaining an advisory post at some time: one had since obtained promotion in school, another had obtained an advisory post. Two had applied for either an advisory or staff tutor post and having been unsuccessful in the first instance opted for secondment to college for the purposes of broadening their experience. Of those taking up posts outside school, one felt that his period of secondment might have been useful in obtaining his current post. Experience and expertise, other than through secondment, were put forward, however, as important in obtaining promoted posts in school or posts outwith school.

Interviewees were asked to reflect on whether their period of secondment posed any disadvantages for their personal or professional life. Six responded that there had been no disadvantage to their professional life and five stated that there was no disadvantage in personal terms. The majority of those suggesting some disadvantages made it clear that the benefits of secondment far outweighed the problems. Two teachers considered that the disadvantages posed by their particular period of secondment were insignificant in relation to

the amount of benefit they were receiving. One teacher's difficulties stemmed from an unsatisfactory replacement for her headteacher's post and her dissatisfaction with the content of the courses in the department to which she was seconded. The other secondee had found it difficult to adjust to college work and felt that she should have been better informed of the duties involved at the outset.

Perceived disadvantages of a personal nature included the impact on lifestyle posed by a longer day through travelling to schools and the time required for preparation of course materials. Petrol bills were mentioned by two teachers as being a consideration. Emotional 'wear and tear' and concerns about coping adequately were mentioned by one teacher as disadvantages.

Two teachers spoke about potential disadvantages in professional terms. One secondary teacher felt that the college department was not so dynamic in his specialism as schools were. He also thought that chances for promotion and development were more likely to occur within the school environment and that he could miss opportunities while on secondment in college. He qualified this by saying that opportunities were not likely to be lost during his one-year secondment because he was free to apply for posts. Another teacher, who had since moved out of school, stated that if his intention had been to gain promotion within that environment secondment to college would have been disadvantageous, because there was a prejudice against moving away from the 'reality of school'.

Two of the interviewees who had returned to school after secondment were asked for observations on their re-adjustment to school life. One of them had not returned to the same school; the other teacher had returned to the same school but had since experienced a second period of secondment and obtained promotion in another school. Both had been involved in project work and had enhanced their expertise in their specialism. They continued to maintain their contact with the college and proposed to go on doing work on the college's behalf. One teacher had become more confident, feeling that she had a contribution to make to school life. The other felt that the school was keen to use the expertise she had built up in college. Both had returned to school feeling refreshed.

There were no re-adjustment difficulties with pupils, but one teacher argued that it was preferable to return to the school at the beginning of term in order to ease re-adjustment. In one case, there were initial feelings of being unsettled but school management treated this with sympathy.

Those teachers who were still on secondment were asked to comment on potential re-adjustment to the school environment. Five expected to experience a loss of freedom, and one commented that it would be hard to be in the classroom all day. Headteachers had the greatest number of points to make about returning to school. One felt more confident of her ability to identify with, and provide effective support for, students and new teachers, but was concerned about the timetable changes that had been made in the 17 months of her secondment. Dissatisfaction with the replacement led to the other headteacher's showing concern about re-establishing a relationship with staff and the need to check for gaps in the curriculum. None commented on concern about re-adjustment to working with pupils.

Interviewees were asked to compare secondment with other ways of facilitating their professional development: in particular, in-service training. Two did not think that a comparison could be made between secondment and in-service training because they were so different in nature. Three teachers remarked on the breadth of experience offered by secondment in professional development terms when compared to in-service training. Four suggested that while on secondment they could concentrate on one job, while in-service training posed the difficulty of coping with a full-time job and other commitments at the same time.

All were asked if they had produced, or intended to produce, a report on their period of secondment. Apart from those teachers who had worked on projects and had written up associated material for use by the college, students and teachers, five teachers said that they had not planned to write a report and three had not considered doing so at the present time. Five thought that the production of a report on their term of secondment could have some value for future secondees and the college, while three felt that there would be little or no value in producing one. Those favouring the production of a report for seconded teachers felt that it could contain advice, resources, general information on college organisation and the benefits to be gained through secondment. One suggested that this kind of information could be compiled in the form of an 'Information Pack' for future secondees. Three teachers saw a report to the college authorities as useful, especially if it contained views on the secondees' experience of integration within the department; and it could show, remarked one, how teachers' skills could continue to be used by the college after the secondment had terminated.

Impact on the school

Teachers were invited to speak about the impact their secondment was having, or was likely to have, on their school (a) during their absence, (b) on their return. Three teachers (two primary, one secondary) said that there was no adverse impact on their school. Three (two secondary and one primary) stated that the headteacher and staff were happy with the situation (in one case the primary school was well acquainted with the supply teacher). Three remarked that the school was dissatisfied with the replacement teacher, and three others mentioned that their replacements were comparatively inexperienced.

Five teachers maintained contact with their schools during the period of secondment. Two had liaised regularly on an informal basis with their replacements and one had spent a day introducing her replacement to classroom tasks. Three (two secondary, one primary headteacher) had been replaced by colleagues within the school who were given temporary promotion. The primary headteacher said that as a consequence there would be no difficulty with forward planning in the school. Forward planning was affected in one instance when an experienced secondary teacher was replaced by a probationer.

A number of other points were raised. Parents had 'missed' two seconded primary teachers. One primary headteacher was concerned, although groundlessly, that the secondee would not return to the school. One secondary teacher remarked that there was a lack of continuity for his pupils because he was required to leave the school to take up his seconded post four weeks after the start of term.

Of those contacted, three had returned to school after secondment and one had obtained a post with the advisory service. Eight teachers remained on secondment. Those who had returned to school felt that their secondment had provided experiences and material that could be used in school. Two teachers in the secondary sector were concerned that on their return to school colleagues would have to vacate the promoted post they had enjoyed. One primary teacher thought problems of re-adjustment to school would be exacerbated by her not being able to re-enter the school at the beginning of a term. As previously mentioned, a primary headteacher expected to face staff and curriculum problems on her return to school because of an unsatisfactory replacement.

Impact on college

Teachers were asked to consider any benefits or problems their secondment had resulted in for the college. Their views were invited on effects on students, lecturers and college management.

The majority of teachers (10) said that they had won credibility with the students because of their recent practical experience in schools. Individual teachers stated that students often considered the teacher to be an expert in his or her field and able to give them practical examples based on school experience. During placement students appreciated visits and assessment by secondees who, they felt, would be more appreciative of the difficulties they faced.

Seven teachers believed that their presence in college was of benefit to lecturers in the sense that through informal contact they were able to give the lecturers insights into the practical implications of theory in the classroom. This view was shared by the college managers interviewed. The teacher was seen as more cognisant of the realities of recent class teaching than lecturers who made visits to students but did not carry out the same day-to-day functions as the teacher. One secondee found that she was in demand by lecturers to talk to students because of her practical experience.

Two teachers involved in project work felt that they had benefited lecturers and students by producing programme evaluation sheets on computer software and bringing to the attention of lecturers the value of the micro-computer in education. Six considered that they had been of benefit to college management by being an extra member of staff in a department carrying a lecturing and tutoring workload. One of those involved in project work with lecturing staff suggested that the department had increased its numbers of micro-computers as a result of the project.

Eight teachers were not aware that their presence had posed any problems for the college. One individual thought it was a burden on the college to train someone for a short time and another was not convinced that secondment was the most suitable way of supplying the staffing needs of the college. One remarked that it was difficult for the college head of department to undertake forward planning until he understood her capabilities. Finally, one teacher observed that the lecturers in her department were not particularly happy with her approach to a course.

SECTION V: LECTURERS

Introduction

Seven lecturers were interviewed. Three of these spent six weeks in schools, two in primary schools, one in a secondary school. Two went into secondary schools for between one and two terms. The final two, who were heads of department, each spent one school session in secondary schools. For four of these college staff this was their first experience of secondment.

Preparation and induction

One head of department and two lecturers initiated their own secondment, discussing arrangements with relevant senior staff in the college and the schools involved. In two cases arrangements were initiated by the Director of Primary Education and the head of the college's English department, who wanted lecturers in the language department to increase their knowledge of the primary sector prior to the introduction of a new primary BEd course. In one instance the college and the Education Authority came to an arrangement whereby two teachers could be appointed to college on secondment and eight or nine lecturers could undertake short-term secondments in schools.

The periods of secondment did not take long to arrange as the colleges maintain good liaison with schools. Where two lecturers were seconded to the primary sector contact was informal. There was a preliminary visit to the school when the headteacher and class teachers joined a discussion of the plan.

In the secondary sector timetables were arranged after some discussion with members of school staff. Three lecturers stated that no preparation was needed: two had selected the school on the grounds of already having good contacts, and the other felt that no preparation was needed as lecturers were used to being in schools visiting students. One lecturer undertook observation for a week before being given a timetable.

There was one case of a secondary school approaching the college for the services of a lecturer in a particular department. A large number of pupils had opted to take a specific subject and another teacher was needed to cover the SEB syllabus with the extra class. The college principal contacted the head of department who stated his willingness to undertake the task. Arrangements were then made between the heads of the college and school

departments. No direct reciprocal arrangement took place. In the case where two teachers were seconded to the college and a number of lecturers undertook short-term secondments in schools, the teachers went into the English department while the lecturers were seconded from the technical department. There were no other reciprocal arrangements.

Secondment tasks

All the lecturers contacted had been seconded to either a primary or a secondary school; none had been seconded to the education authority in any other capacity, or to any other institution.

Those seconded to secondary schools taught their own subject. Three took 'O' Grade classes and saw their pupils through to the examination in order to offer continuity. Four lecturers taught various year groups throughout the school. The Foundation Science course was a particular area of interest and development. One lecturer involved in a Craft and Design course, which was new to the timetable, was sometimes assisted in class by a teacher.

Four lecturers in the secondary sector stated that they had been testing out college theory. Comments on this included the lecturer being made aware of what would or would not work in the classroom environment. In this context, two of the lecturers felt they had come to understand better the problems of students. One stated that he made the attempt to deploy a wide range of teaching methods and styles with classes throughout the school. Another mentioned that teaching methods were studied for an understanding of where difficult concepts in physics lay with 'O' Grade pupils, the problem being to adapt the methods to convey these concepts in a clear way to the pupils. In this way the expertise of science lecturers was used in devising methods of setting up experiments and conveying ideas. In one case apparatus was designed in the college department, where materials that were not available in the school could be used. The apparatus was then transported to the school.

Four of the secondary school secondees were supernumerary in schools. One assumed the role of class teacher when the temporary pressure of demand for physics in the school necessitated the addition of an extra class.

The lecturers seconded to the secondary sectors were all working within a timetable prepared by the schools, but one of them felt that although he was timetabled to a certain extent he had more free time than if he had taken the

place of a specific postholder. Another saw flexibility in terms of moving between classes when requested to do so by teachers.

The secondment of some of those lecturers who went into primary schools was necessitated by the introduction of a new primary BEd course in the college. They saw their presence in school mainly in terms of observation and learning. Teaching was undertaken, but one lecturer stressed that in her case this was not in the role of a primary class teacher except when she volunteered to take the place of another teacher. Most often she worked alongside the class teacher. Another lecturer took the opportunity to test out 'college theories' and occasionally to teach.

Adjustment

In the group of seven lecturers, three participated in secondment for a six week period, one for one school term (plus extra days to support a class through to the 'O' Grade examination), one for two school terms and two heads of department for one school year.

None of the lecturers took long to adjust to working in school. Teachers were thought to be very helpful, and where the lecturer was supernumerary in the class there was good rapport with the teacher. One lecturer was seconded to his neighbourhood school and already knew pupils socially; another had contact with the 'O' Grade syllabus he was asked to teach because he had experience of tutoring school pupils.

A few problems of adjustment were raised. One lecturer mentioned some difficulty in adjusting to primary level after having experience as a secondary school teacher. Some children were unsure of the lecturer's status in class as he was there in a different capacity from that of the class teacher. There was also, in this case, an element of fatigue in adjusting to the classroom environment. Two lecturers also commented on the fact that school resources are not so good as those in college. Another, teaching an 'S' Grade course, had to adjust to the classroom reality of covering a syllabus and transmitting difficult concepts to pupils within a limited amount of time.

Lecturers were asked to consider the best length of time for a secondment of the kind in which they were involved, taking into account the benefits for themselves, the school and the college. All were satisfied with the length of time of their secondments: between six weeks and one year. Those who had undertaken work with 'O' or 'S' Grade classes stressed the importance of taking the class through to the examination in order to give the pupils continuity. One lecturer viewed his secondment of six weeks as a minimum in

order to finish a piece of work with a group of pupils. Another, on a six week secondment, thought a further six week period could have been useful to let him become further acquainted with the work of the school. The suggestion was made that six week periods in a variety of school environments would give lecturers a wider insight.

The issue of longer-term secondment was raised: 23 months or three to five years. Three lecturers could see no great benefit in this. One thought this would be tantamount to a new career, and another that while there might be some value in it, it was not something to which he had given much thought. One individual had given some time to considering the length of secondment and felt that one term was suitable if the purpose of the secondment was to become familiar with the classroom problems of students. On the other hand, if the lecturer was to take on a teaching commitment, more time would be needed to build up a relationship with pupils. In particular, if the teaching of a certificate class was undertaken, the lecturer must offer continuity to the pupils, and this would necessitate a secondment of at least two terms. He surmised that a period of three to five years might be suitable for a lecturer to act as a consultant to a number of schools or to fulfil the role of an adviser. During this period a lecturer or consultant could also take classes for absentees, timetable permitting.

Professional development

Lecturers were asked to talk about the original purpose of their secondment. Most went into school in order to extend and update their experience. The achievement of credibility with students and schools was mentioned by four individuals. Other purposes within this general aim were mentioned. Two intended to familiarise themselves with teaching a specific course and two others required experience of how a primary teacher worked in order to lecture to students on a newly introduced BEd degree. The aim of one lecturer was primarily to help the school who needed his services as a teacher for an extra class.

Five lecturers focused on the benefits of developing and assessing teaching methods in the school environment. This was in part a learning process. Allied to this, they perceived benefits associated with pupil contact. A sense of achievement in aiding the development of pupils was mentioned by three people. The school environment provided a width of experience through teaching pupils at different stages in their progression. Some lecturers

focused on a particular year group, others had dealings with the full age range of pupils. One suggested that the insights to be had by immersion in the whole of school life could not be gained in any other way, and three maintained links with the schools to which they had been seconded. Five remarked on the professional benefit of school experience with regard to educating students. One stated that secondment had given him the opportunity to put into practice the advice he had been giving students, and two found that since their secondment they had greater empathy with students undergoing classroom training.

None of the lecturers perceived any disadvantage to their professional or personal life caused by their period of secondment.

Interviewees were asked to compare other ways of facilitating their professional development, in particular their role in in-service training within schools. Three lecturers said that a comparison between secondment and in-service training was not valid. One lecturer remarked that in-service for teachers focused on the transmission of information to the teacher whereas, in his case, secondment had focused on the transmission of knowledge to pupils. Of those who did consider that a comparison could be made, four suggested that on secondment teachers became colleagues rather than the lecturer being treated as a visitor in the school.

It was suggested by one lecturer that secondment to university or to a research post might be more appropriate for the professional development of some college staff.

Three lecturers did not produce a report on their secondment. One felt that too many would be produced with the increase in secondment; another commented on 'shoals' of paper not being useful. Two made verbal reports to their heads of department, and information about secondments was disseminated informally throughout departments.

Three lecturers wrote reports. One of these had been a pioneer in secondment, and the report and talks on his experience were much in demand on his return to college. Another suggested that the production of a report had focused his mind on his work and had led to further research in the school.

The seventh secondee presumed that a report would have focused her attention on her experiences and could have been beneficial to her professional development.

Impact on the school

Interviewees were asked about any benefits to the school as a result of their secondment. Lecturers had established good relationships with teachers during the time they were in school and some have maintained links with the last school. In four cases, one of the most significant benefits arising from secondment was that teachers could be released to undertake curriculum development work, to prepare materials and to reflect on their own personal development. Two lecturers stated that their presence enabled teachers to devote more time to pupils who had special needs. Where secondees were supernumerary in the classroom there was an element of mutual learning established between teacher and lecturer.

In a number of cases lecturers introduced materials and specialist help into the classroom. One commented that he was able to pass on techniques from recent research to teachers. Another helped the school to develop its language policy. Two perceived only limited benefits to the school, seeing themselves in a learning role and receiving benefit. Three lecturers were involved with taking certificate classes through to the 'O' Grade examination. One was able to offer a 4th year group individual help with project work from which they benefited.

None of the lecturers was aware of any problems posed by their secondment for the school.

Impact on the college

Lecturers were requested to estimate the impact of their secondment on the college, on students, and on their colleagues, both during their secondment and on their return.

Most did not consider that their absence had had a significant impact on students, and secondments were arranged during periods when no impact was likely to occur. It was beneficial to students, however, in the sense that the lecturers gained recent school experience. One remarked that students were pleased that he had been out to school on secondment and had recent incidents to relate. (One college manager shared this view.) Those undertaking lecturing on new courses of which they had little or no teaching experience had much to gain from their secondment.

In a number of instances the links formed with schools on secondment were maintained, and in one case a teacher, with a good approach to a

particular topic, was invited into college to talk to students. Another lecturer was able to provide in-service courses for the teachers from the school to which he had been seconded.

Four lecturers stated that colleagues had taken over some aspects of their work during their absence and consequently had had a somewhat heavier workload. On his return from secondment, one individual, who was 'in the van of the movement', put pressure on the college to increase its secondment scheme and gave talks on secondment to various interested bodies. Finally, one lecturer considered that his secondment might have had an impact on the head of department's forward planning.

SECTION VI: SCHOOL MANAGERS

Preparation and induction

We interviewed two primary school headteachers who were undergoing the experience of having assistant headteachers on secondment to a college of education. In each case the advisory service had contacted the school about a particular member of staff whose experience appeared to match the requirements of the college.

In both instances arrangements were made in a short time. One headteacher commented that not enough thought and preparation had been put into the arrangements but attributed this to the college's having very recently commenced the policy of seconding lecturers to schools. In her view, arrangements were left too late in the session. When asked if secondment was tailored to fit the individual teacher's needs, both headteachers responded that the best candidate is chosen for the post on offer and the teacher is expected to fit in with college requirements.

There were no reciprocal arrangements made with the college. Neither school received a replacement for their AHTs. One was given a part-time addition to the staff and a re-arrangement of timetables was undertaken to accommodate the secondment. In the other case, a non-teaching AHT went into the college department which seconded one of its lecturers, but to a different school. A direct exchange could not be arranged because the lecturer could not have fulfilled the needs of the school, and the school did not have the resources to offer the kind of support the lecturer needed. The school is currently an AHT short and it is not possible to place a temporary teacher in this post as it requires knowledge of, and contact with, parents and an understanding of the organisation and curriculum of the school. The headteacher recognises that the local authority Directorate is aware of this problem and that the school is understaffed, and consequently makes an effort to replace absentees as quickly as possible.

SECTION VII: COLLEGE MANAGERS

Introduction

Four college of education principals and three other senior managers were consulted, two of these being interviewed in depth. The views expressed by this group are described in part in this section and in part in a later section.

Preparation and induction

In one case lecturers were selected to go into school to gain specific experience. Lecturers were required to teach a new primary BEd course and, therefore, required to increase and/or update their knowledge of the primary sector. In another instance the head of department wanted the whole of his staff to experience secondment.

One interviewee stated that it did not take long to arrange a period of secondment as the college had good liaison with the local authority. In another case, however, a particular secondment had taken a long time to arrange because of a breakdown in communication about how to go about making the arrangements. The college manager suggested secondment of a specific nature for the lecturer 'quite early', but because the proper procedure was uncertain plans were made at the last minute. The college manager raised the point that if the authority had been given earlier notice they could have taken longer to place the secondee in a post more suited to her needs. He concluded that some definite procedure was needed as to when the authority should be approached about a suggested secondment, along with clear guidelines on who would select the school and how this should be accomplished. (A previous arrangement for the secondment of a teacher to the college in a 'new blood' post went ahead fairly quickly after the SED had approved the advertisement.)

One college manager had no experience of having seconded teachers in his department. The other interviewee had recently recruited two teachers to seconded posts. In one example the adviser suggested a number of candidates and the college appointed one for a 23 month period. In the other case, a one-year post, the department head relied on the Adviser to propose a candidate who would suit the department's requirements.

There is little or no induction available to secondees because teachers transfer from school to college 'practically overnight'. Where September appointments are made, the college department is able to invite the teacher

into college one week prior to taking up the position; in the experience of the interviewees the problem of induction has never been looked into carefully. One suggested that the appointee should be told in June about preparation. The summer could then be spent planning for the secondment.

The college department requires seconded teachers to impart their recent experience to teachers and students, but the demands of particular posts vary. A teacher may have expertise in a specific part of the curriculum or be employed to lecture in the theory and practice of teaching. In this latter area the teacher will need to undertake a significant amount of background reading and become thoroughly acquainted with course literature.

Additionally, the secondees need to inform themselves of the ways of working in a college; it is not an easy transition from school to college work. In one instance the college manager had experience of arranging an indirect exchange of college and school staff. The time required to make arrangements ensured that they did not proceed smoothly. The college appointed a teacher to a one-year post and consequently sent a lecturer out into a primary school for the year. This could not be a direct exchange as the needs of the college lecturer and the school from which the teacher was seconded did not match. Hence the lecturer had to be found a place in another primary school.

The College principals reported that they had stimulated and encouraged secondment for many years, but they regarded their previous experience as desirable experimentation rather than established procedures. Without exception, they and their senior management colleagues were eager to develop schemes of secondment which would be regular, systematic and worked out for the benefit alike of the college and the individual. They expressed firm convictions, however, that the SED would have to provide additional funds to allow a successful system to be developed. What was wanted, they suggested, was a rolling programme of secondment which would allow a number of lecturers to be working in schools at any given time.

The principals also expressed conviction that there should be a wide range of types of secondment, allowing staff to gain practical experience in a variety of ways. They were unanimous in the opinion that it was possible to develop a systematic secondment scheme without compulsion. It was essential, they suggested, that the lecturer should want the experience if she or he were to profit by it. For the individual, secondment should be seen to be an enrichment of her/his career as well as a desirable strengthening of experience.

SECTION VIII: LOCAL AUTHORITY OFFICERS

Introduction

Two members of staff of Strathclyde and Lothian Regional Authorities were interviewed, and a Director of Education was consulted in depth. All had some experience of arranging and evaluating different forms of secondment.

Preparation and induction

In Lothian the interviewees' experience of arrangements for secondment was that the college wrote to the Director of Education who passed on the request to the advisory service. In Strathclyde the interviewees' experience of secondment was that the college wrote to the Directorate for permission to fill the posts by secondment, then the posts were circulated to all educational establishments within the Region. Secondments are generally 'initiated' by the colleges but there are some exceptions; for example, Strathclyde region has occasionally approached Jordanhill or St Andrew's Colleges with a suggested arrangement. In one officer's experience, where problems of communication have arisen between a college and the Authority, a period of secondment has been arranged hastily. There was insufficient time to consider all the conditions necessary for an exchange. Furthermore, the summer holidays intervened and added to timing problems.

Where secondment did not involve exchange more time was available to make arrangements. In the opinion of the interviewee 'teething' problems encountered in the organisation of secondment/exchange are unlikely to recur now that experience has been gained. Where the adviser is asked to submit the name of a number of candidates to the college he or she would focus on those known to be outstanding teachers. Since a secondee would be involved with students and lecturing staff, experience of helping on in-service training courses and participation in curriculum development groups would be indicators of suitability for a college post. One local authority representative stated that secondment need not take a long time to arrange, taking into consideration the identification of candidates and arrangements for the release of the appointee within the exigencies of the Education Service.

With the SED emphasis on the increase in secondment of teachers to colleges, an attempt is being made to have secondees in post by the beginning

of September so that time will be available for the teacher to receive appropriate induction in the college. The comment was made by one officer that induction had taken place for the current session but on a much more ad hoc basis than he would wish.

Problems of preparation arise because of the overlap of the school and college terms. Teachers may not have the opportunity to enter college until after the students have arrived and this reduces the time which they have to familiarise themselves with college life. In the current session, 1987/88, one officer stated that appointees had been given a week or more in which to visit the college and liaise with staff prior to taking up their appointments. Another officer commented that if secondment is to expand, the issue of induction must be tackled. He posed the question of college resources to allow time for induction. Currently permanent lecturers are fully committed in running courses and carrying out associated tasks. Time is not built in to any lecturer's programme to offer induction to a secondee. Help, therefore, is necessarily of an informal nature.

As the interviewee went on to say, there is no formal induction offered to college lecturers embarking on a period of secondment in schools. There may be a need for induction in some cases where the lecturer is inexperienced in a specific area and needs more support than usual from the school. The basic problem in these cases is finding a suitable school which has the resources to offer such support.

Local authority policies on secondment/exchange

The directors of education consulted all viewed the idea of secondment favourably. They agreed that college lecturers would benefit from fresh school teaching experience, and this would benefit student training and subsequently would enhance the teaching of pupils in schools. They were enthusiastically in favour of greater and closer liaison between colleges and schools.

With regard to the secondment of teachers to colleges, the directors were less enthusiastic. There was a tendency to believe that such arrangements would be more advantageous to the colleges than to the schools. They accepted that experience in a college would personally and professionally benefit suitable individual teachers. One director thought that teachers aspiring to join the advisory service would find secondment to a college particularly valuable. Another believed that secondment to a college was a

particularly happy device for teachers who had reached a stage of maturity and seniority as class teachers. Provided such teachers were suitably qualified for college work, they would find secondment a fresh new challenge in their careers.

The directors consulted felt, however, that experience was too limited for local authorities to formulate clear policies. The proposals put forward by the SED were sound but needed to be carefully worked out and developed before authorities could adapt them as an integral part of their staff development programmes. Nevertheless, the local authorities were already committed to the secondment of teachers as a means of staff development. It is only one means: there is a range of opportunities being developed to give teachers more variety of experience, and secondment to a college of education could only take its place in that range. One director actually placed school-college secondment in third place in an order of preference, the first and second types of opportunity being secondments to other posts in the local authority system.

The directors expressed firmly the opinion that all secondment arrangements should be considered on an individual basis. They indicated that they were open to any reasonable suggestion from a college and would consider it in the light of particular circumstances, especially, of course, the benefits likely to accrue to the teacher and the school. They were very much aware of the contractual difficulties that might confront the local authority and the individual secondee if the conditions were not carefully worked out, and they looked to the SED to produce more detailed guidance and financial support.

SECTION IX: MANAGEMENT ISSUES

Introduction

This section deals with the views of school managers, college managers and local authority staff (including headteachers) on such issues as the optimal duration of secondments, how to manage adjustment problems and the part to be played by secondment/exchange in professional development.

Duration of secondment

Representatives of management in schools, colleges and local authorities were asked to comment on the optimum length of time for a period of secondment. They also gave their views on college to school secondments and on school to college secondments.

It was generally agreed that the duration of a secondment should depend on its purpose. Local authority representatives believed that where a lecturer was seconded for 'professional replenishment', a one-year secondment would be best in the interests of the school.

With regard to teachers seconded to college, it was generally agreed that they would need a significant amount of time to adjust to the organisational complexities of college work. One year was regarded as a minimum period of secondment. College managers pointed out that it was only in their second year that teachers began to operate at their best, and suggested that a three-year secondment would be required to allow them to make a full contribution to college work. One headteacher pointed out that an advantage of a three-year secondment of a promoted teacher was that the secondee's replacement in school would benefit more for the same reason - that at least a year was required for developing full efficiency. On the other hand, another head-teacher believed that one session was the best period, since it would give the secondee the chance to follow through a programme of work but allow her or him to return to school without facing major problems of re-adjustment. The secondment of an AHT might leave the school short of a member of the management team or saddled with an inexperienced replacement.

Although a three-year secondment was viewed favourably by the college managers and a number of teachers, serious disadvantages were associated with long-term secondments. Conditions of service was a major issue. If a secondment is extended beyond 23 months there is no guarantee that the teacher's post would be retained. One local authority representative did

suggest the probability that a substantive post could be made available but Trade Union agreement is needed to enable secondments of more than 23 months to go ahead, and currently there is no indication of the extension of periods of secondment.

There are professional and personal difficulties for the teacher associated with long-term secondment. A major problem that might present itself was that teachers could become distanced from the school and be reluctant to re-enter that environment. This fear was voiced by local authority staff, senior school staff and some teachers. Three to five years was seen as a significant break in a career and could be viewed as a separate career on a 'fixed-term' contract.

Professional development

Interviewees were asked for their views on the purpose of secondment for teachers to college and lecturers to school.

(i) The general view was that the purpose of secondment for teachers was to broaden their experience. Various comments were made on this point. Teachers would be able to study the work of the college, re-establish their own depth of thinking and analyse their classroom approach.

(ii) The purpose of secondment for lecturers was considered by interviewees to be to enhance credibility with students and the teaching profession. One college manager, however, did not see this as the primary purpose. Secondment, in his view, was primarily to give a lecturer the opportunity to refresh his or her awareness of school life. In some cases experience was needed of a specific sector in order to facilitate the teaching of a new course. Experience in the classroom was gained which would enable the lecturer to give students guidance and instruction based on recent practice as well as on theory. One college manager, all of whose staff were seconded at some time, saw secondment in terms of offering professional development to the whole department rather than serving the needs of the individual.

Advantages for teachers

They were also asked to comment on the advantages for teachers of a period of secondment. Numerous points were raised on this topic. It was thought that the teacher gained confidence and experience in putting curricular ideas to students and practising teachers on in-service courses, and that this would be useful when having to undertake the same task with teachers in school. A headteacher expected that the teacher would become a more effective practitioner; and both she and a local authority officer believed that the teacher would be able to contribute more to the school. Secondment gave the opportunity to the teacher to become acquainted with a different environment where he or she was dealing with a wide variety of people, but also had time to reflect on his or her professional practice. Some teachers maintained the broader outlook gained on secondment by increasing their involvement in in-service courses for the colleges and by participating in curriculum development groups. Secondment can be a 'valuable mid-career change of style' for teachers in the primary sector where there are currently fewer promoted posts. Teachers are obtaining headships in their 30s, and a career span of 20 years or more at this level is not unlikely. Therefore, the opportunity to gain refreshment through secondment is a useful piece of professional development. (One headteacher on secondment made a similar point.)

Views were sought on the value of secondment in the area of career enhancement. School heads believed that promotion prospects were likely to be enhanced by a period of secondment to college, but one qualified this by stating that it would be necessary for the secondment to be limited to one year so that the teacher would not lose touch with the school environment. One college manager considered that the teacher, having learned a great deal, probably stood a better chance of promotion. Local authority representatives pointed out that the connection between secondment and promotion was impossible to make. Teachers who have the qualities and interests to be selected for secondment are those who would probably be offered promotion anyway. (This view was held also by some of the teachers interviewed.)

On the question of disadvantages to the teacher of a period of secondment, one headteacher did not consider that there were any significant disadvantages but that there might be some problems of re-adjustment. The other headteacher interviewed saw disadvantage in terms of the adjustment difficulties a teacher faced when entering the college environment.

The local authority officers and one college manager focused on aspects of re-adjustment to school life. They mentioned the discontent that teachers might experience when leaving the variety of college life and returning to a narrower post within the school. One local authority officer thought that for a primary teacher, who has experienced work on a specific topic in college, the return to covering the whole of the curriculum might be faced with initial reluctance. It was also suggested that if a teacher had expected promotion on return to school and did not receive it within a certain time his or her performance in school might suffer. Such a teacher might also suffer a loss of motivation, despite having been settled and well motivated prior to the secondment. The comment was made by a local authority officer that there was a general perception by some teachers at the interview (not necessarily those selected for secondment) that secondment is a career move. These teachers are interested in the possibility of the post becoming permanent rather than seeing it purely in terms of professional development. Therefore, there was a case for offering counselling to secondees at the end of their period of secondment in order to facilitate their re-adjustment to school. It was noted that most teachers settle after a short period of re-adjustment.

Secondment vis-a-vis in-service training

Interviewees were asked to compare the value of secondment with in-service training in terms of professional development. Two were reluctant to make a comparison on the grounds that both have a role to play in professional development and a variety of experience was important. One headteacher commented that the best way to learn was to do a job. (This view was also put forward by some teachers on secondment.) It was the view of one local authority officer that specific in-service courses could aid the professional development of the teacher as much as secondment.

Advantages to lecturers

Local authority officers and college managers were asked to consider the advantages to the lecturer of a period of secondment. College managers saw secondment as an opportunity to renew teaching experience but it was emphasised that people who are qualified and have experience do not forget how to teach. Lecturers spend much of their time in school observing and assessing students. College managers did not find it to be the case that lecturers need recent teaching experience.

Nevertheless, in the view of one local authority officer and one college manager, secondment provided the opportunity for lecturers to teach children rather than undertake observation. Secondment also enabled lecturers to become acquainted with recent curriculum innovations outwith their own specialisms, and of which they had no experience when they were teaching in school at earlier stages in their career. An outstanding example is computing. For those required to tutor in an area where they had no teaching experience, secondment was important. Secondment bore no perceived relationship to the enhancement of lecturers' promotion prospects.

No disadvantages were cited, but it was stressed that the lecturer should be placed in an appropriate school (with appropriate support if necessary).

Reports

Interviewees were asked to consider whether the production of a report on a period of secondment would have any value and, if so, what would be its main points. Four of the interviewees felt that a report - either written or verbal - could be useful. One headteacher said that the school would be interested in the results of the secondee's research. Local authority staff considered that a report would be valuable, even essential, to represent the secondee's opinions. The authorities could be made aware of deficiencies in the system which they had not realised. One college manager expected a verbal report to inform him of whether the secondee's expectations had or had not been fulfilled.

One headteacher remarked that information received from a secondee could be of use in preparing other teachers. She thought it would be beneficial to have an information booklet produced which could be given to appointees prior to secondment. Such a report or booklet could cover preparation and induction issues, including timing. It was suggested by another headteacher that a report not only helped to clarify the secondee's thinking but could also be used as an in-service training document.

Local authority and college management staff were asked to comment on the production of a report by lecturers on their secondment. College management did not consider that it was necessary for lecturers to write a report but their experience should be taken into account when secondment was arranged for others. One local authority representative felt that the authorities should be made aware of any deficiencies or problems which they had not considered.

Impact on the school

Two primary school headteachers, each of whom had been the donor of an AHT to a college, remarked that it was beneficial to the replacement teacher to experience a promoted post. One local authority officer agreed with this point, but suggested that this benefit might be offset against the resentment of other teachers not obtaining this post. A headteacher saw advantages for the rest of his staff in experiencing working with a different personality. From the point of view of the replacement AHT, he thought that she would have to face more difficulties than the secondee and eventually would have to relinquish the promotion. Some timetabling disruption had been overcome with the cooperation of staff and parents.

In one instance, where the AHT was not replaced, no benefits were enjoyed by the school during the absence of the secondee, but any difficulties faced by the school would, in the opinion of the headteacher, be offset by the benefits to the school of the returning AHT's broadened experience. A similar point was made by a member of the local authority staff who remarked that 'a balance had to be struck between the benefits the system will eventually derive and the teacher's personal benefit'.

Two adverse impacts were noted by a headteacher. Firstly, the AHT had been responsible for introducing changes which members of staff had not yet fully assimilated; therefore, the absence of the AHT meant they had to work without her advice and support. Secondly, the AHT had good liaison with parents which could not be maintained to the same degree during her absence.

A member of the local authority staff and a college manager suggested that primary school pupils enjoy seeing a person from a different background with different perspectives and new experience.

In the primary sector it was easy to find excellent replacements for seconded teachers. In the secondary sector it was sometimes difficult to obtain an equally experienced teacher in a particular specialism. However, it was considered that this disadvantage to the school was short-term.

It was generally agreed that lecturers brought expertise into the school, and that they could give advice and inform teachers of the latest reports. A period of secondment could also lead to the maintenance of links with the school and in-service courses could be arranged through the lecturers.

Impact on college

College managers were asked to reflect on the benefits and problems for members of staff and students of a lecturer's absence on secondment and then of their return. With regard to the impact on college staff, their judgment was that secondment was part of overall departmental development. With regard to students, it was considered that it was of benefit to students that lecturers should up-date their experience of school life but that students had voiced concern about continuity. When a lecturer is seconded it may be the case that his or her replacement is not so cognisant of the course.

Arrangement problems associated with organising secondment were not considered insurmountable. The benefits to the college outweighed any problems. This held true for lecturers going out into school and teachers entering college. Department heads would decide if secondment of a lecturer was feasible with regard to impact on staff and students and re-arrange timetables to accommodate the work.

Impact on the local authority

Local authority staff were requested to give their views on the benefits and problems to the authority of employing seconded staff from colleges in school. One representative did not feel that there were any organisational problems in this respect. The other representative considered that thorough negotiation between the college and the authority was important to minimise any problems. The local authority needed sufficient notice of a potential secondment in order to have time to locate a suitable post for a lecturer with specific needs. Arrangements within the primary sector were not too difficult but in the secondary sector, where the lecturer needed to be placed in an appropriate subject specialism, there had to be a relevant vacancy. In this instance, if a direct exchange could be arranged between a teacher and a lecturer it would provide a straightforward solution.

The benefits to the authority of a lecturer's secondment to school were intangible, but lecturers probably contributed much to the life of the school. It was hoped that lecturers achieved insight into present realities of school life.

The benefit of seconding teachers to college was the widening of their experience, which enabled them to undertake in-service courses and participate in curriculum development work for the region.

SECTION X: PRACTICAL ARRANGEMENTS AND PROBLEMS

Introduction

Interviewees were asked about methods of arranging secondments/exchanges, any problems that have been encountered, and what might happen to staff movement if there was a significant increase in secondments and/or exchanges.

Making arrangements

School managers knew of no specific or 'formal' arrangements for secondments. In one school the initial contacts were made with the adviser through telephone calls and a letter; further discussions about arrangements took place between the directorate and the headteacher. One college manager said that preparation and talks with the local authority took place well in advance. Another college representative and a member of staff of the local authority said that their organisations must identify posts and secondees in good time but that the respective time scales of the college and local authority had to be taken into account.

A college department had to know how many lecturers would be required for the next session before secondment could be arranged. This information was not available until student numbers were known. Plans could not be formulated any earlier.

Managers were asked to consider the problems which might arise if a college lecturer wished to be seconded to a promoted post within a school. It was understood that the teachers' union might feel that their members' interests were being threatened, especially if the secondment was of a long-term nature. Two college managers did not think that all lecturers needed classroom experience and that experience obtained in a promoted post could be beneficial. An exchange of department heads would be difficult, as a temporary inexperienced appointee could not be expected to make decisions with long-term repercussions for the host institution. In this case the college lecturer would have to be in the school on a supernumerary basis and presumably the same would hold true for a teacher wanting experience of a college departmental headship.

It was generally accepted that voluntary secondment should be available for all teachers and lecturers. One college representative held the view that this state of affairs pertained when posts were advertised. The point was

made by one head that not all teachers were suited to secondment to college but the interview system would ensure the selection of appropriate candidates. A local authority officer had concluded that more work was involved in setting up secondment than in filling an ordinary appointment.

It was generally held that the college learns a great deal from teachers' secondment to its departments and that this should be continued. Nevertheless, there are administrative problems which a department copes with while secondment is on a limited scale, but which would pose far greater difficulties when secondment increases. A college manager commented that while anomalies arising from the payment of VAT and higher salaries can be accepted in a few individual cases, the issue would need to be reconsidered with an increase in secondment.

It was pointed out that where a secondee acts as a replacement for a lecturer there is an increased burden of administration and planning in the host institution which reduces the opportunities for other forms of professional development for the lecturers. Forward planning of courses is affected, as a period of secondment rarely coincides with a planning period and a secondee may leave in the middle of planning. Different aspects of this issue were mentioned by other managers. A local authority representative stated that extra work was involved in setting up another secondment in order to replace a secondee who has vacated a post early in order to take up another appointment. This could escalate with an increase in secondments. A headteacher was of the view that a teacher should not leave the seconded post to take up an appointment until after approximately eighteen months' service had been given to the college.

A college manager considered that secondees require six to nine months to familiarise themselves with administrative tasks. During this time there was an increased burden on the normal lecturing staff. Lecturing staff were also faced with the responsibility of inducting secondees into courses and of training them in the appropriate skills of teaching adults, especially serving teachers. Currently the duties which lecturers take on with regard to the induction of seconded teachers are not onerous, but if the college department is small and one or more secondees are appointed every 23 months, the burden will increase.

Benefits to the college of teacher secondment have already been discussed, but others were put forward particularly on behalf of college management. The teacher on secondment introduces an element of flexibility into the department in that it enables the department to expand and contract

the number of staff as required. Secondment also allows the department to match college expertise to the demands for particular skills from the local authority.

The issue of 'fixed-term' contracts was raised with management. Headteachers and a local authority officer believed that teachers should have the opportunity to return to their own previous post. They should not be expected to give up a secure position.

Managers were asked to comment on the issue of greater staff movement with the impending increase in secondment. A greater interchange of information about posts would occur, but it is difficult to quantify the scale envisaged at present. Local authority staff saw a need to have a structure of support services to deal with the increase. One representative believed a counselling service may be required to advise teachers on re-adjustment to school life.

The provision of opportunities

Interviewees were asked whether secondment should be made available to all teachers and lecturers on a voluntary basis. Responses were elicited from teachers, lecturers, school management and college management. Three replied that secondment would help the professional development of many colleagues. Individual teachers added qualifying statements. One believed that secondment should be experienced as there were many changes coming about in education. Another said benefit would be obtained only if the secondee was placed appropriately. There were many problems to be expected if secondments became more frequent. Five of the teachers remarked that application and interview was the best method of selecting the most suitable candidate. This was a view shared by local authority staff.

One headteacher felt that the whole area of secondment should be 'opened up' with wider discussions on arrangements, the type of person required and conditions offered to the appointee. It was generally considered that with an increase in secondment plenty of time (one year was suggested) would be needed by the school for forward planning.

Five lecturers thought that voluntary secondment would be of benefit to lecturers' professional development. One made the point that the lecturer, in many cases, was best placed to identify a suitable school and make arrangements directly. Others qualified their support by indicating that there may be timetable problems and if secondment increased there would be more management problems.

College management agreed with the view that schools needed more time to make arrangements. One manager said that the future of the replacement teacher should be considered when the secondee returned to post.

Head-for-head exchanges

Teachers and lecturers were asked for their views on taking the place of a specific postholder. Two teachers were in favour of taking the place of a specific postholder on the grounds that they could enjoy a specific remit. One secondee had experience of taking the place of a specific postholder and found this acceptable. Four teachers said the idea had value and was acceptable if the secondee was qualified for the post. Two lecturers putting forward views on this question were not keen on taking the place of a specific postholder. One remarked that he would have less flexibility and another thought that the nature of the secondment would be an important factor. One lecturer was in favour of taking the place of a specific postholder if the original incumbent were not made redundant or removed to another job as a result.

One local authority officer conceived a head-to-head exchange as 'desirable' but an unusual coincidence.

Despite these positive statements we found virtually no evidence that head-for-head exchanges would be feasible. Furthermore, there was evidence that their implementation would endanger the other benefits which were seen as more important by the institutions and individuals.

Secondment to college management

Interviewees offered opinions on the feasibility of someone from a school being seconded to a college management post. Five teachers considered the possibility doubtful. The secondee would have to possess relevant experience. Three teachers considered that the level of skill required would be at the headteacher level. Two interviewees, including a headteacher, remarked that a secondee would need a three to four year secondment including a great deal of preparation prior to taking up the post. One individual felt that an in-coming teacher in a management post would have a credibility problem with lecturers. Another, however, suggested that such experience would enable an AHT, much of whose time in school is taken up with discipline matters, to gain familiarity with other aspects of management.

A local authority officer pointed out that the SED have identified management development for headteachers (primary and secondary) as an area for in-service training. It is probable that secondment of headteachers to college management work could occur in the future. Nevertheless, it is necessary, first of all, to create a climate whereby secondment as a concept is widely acceptable and proper structures for basic posts realised before secondment to promoted posts is considered.

Fixed-term contracts

Teachers were asked for their opinion of the benefits and problems that would be associated with the college offering a teacher a 'fixed-term' contract for three to five years. Seven secondees and one school manager were concerned at the lack of security posed by a 'fixed-term' contract. Teachers would face considerable difficulty if a teaching post were not kept open for them. 'Fixed-term' contracts would be acceptable only for some who were prepared to take the risk for the sake of refreshment, or who would tolerate leaving the teaching profession.

Necessary conditions for success

Teachers, school managers, college management and members of the local authority staff were asked for their views on the conditions that should be realised in colleges of education in order to bring about the greatest benefits to the teachers' professional development. The SED argues that teachers should have the opportunity to undertake research and pursue curriculum development, that the quality of education of students would be enhanced and that the experience of secondment would ensure the return of the teacher to school as a more effective practitioner.

Four teachers felt that the pressure of work with students sometimes mitigated against their professional development. One secondee and one school manager were of the opinion that potential benefits were limited by a 23 month secondment. Another individual commented that secondment should be geared, in the later stages, towards research and in-service possibilities with practising teachers.

The local authority officers and a college manager considered that conditions in colleges already existed to give the benefits mentioned by the SED. One individual stated that teachers should be given the opportunity to

carry out the full range of activities available to a lecturer; and a member of college management said that a secondee could apply to pursue research with the approval of the 'R & D Committee'.

Views on a secondment policy

Managers were asked for their views on the idea that secondment/ exchange be incorporated in an overall development strategy prepared by education authorities and colleges. Three interviewees thought that there should be a secondment policy incorporating the concepts of direct exchange, planning and recruitment. Funding was an issue that concerned management in order to pay for 'this costly exercise'. One manager considered that there were hidden costs to secondment that the SED had not taken into account. Another manager thought an increase in the cross-movement of staff would necessitate a more complicated system, involving administrators and personnel staff in extra work which would have cost implications.

One interviewee was not sure how a national agreement would be an improvement on the current situation. He was of the opinion that lecturers were dismayed by the implication of the SED paper that lecturers needed recent teaching experience; this was one of the least relevant aspects. Secondment in an advisory capacity to the local authority could perhaps be a useful possibility in the longer term.

Alternatives to secondment

Interviewees were asked to reflect on other possible mechanisms of staff movement between colleges and schools, such as 'pairings', 'dual appointments' and 'placements'. Pairing would constitute informal arrangements between lecturers and teachers, allowing them to join one another in school or college, develop and try out materials together, and so on. A dual appointment means that a person is officially a member of staff of both institutions and divides his or her time between them. Placement involves the college or school in arranging for a member of staff to establish long-term links with the other institution, but this arrangement is unfamiliar in Scotland.

Three interviewees had experience of piloting projects which were not defined as pairings but could be considered to be an example. One teacher and one headteacher felt that excellent work had been done, but once the lecturer was removed the teacher did not have the resources to continue the

work alone. Three interviewees considered that pairings could provide valuable experience. Two considered that a type of pairing took place already when lecturers on secondment were supernumerary in the classroom; and one teacher felt that pairing could offer no benefit. An advantage attributed to pairing was the value of having a lecturer in school aiding a teacher in his or her area of expertise (as long as a member of the teaching staff was not lost as a consequence). Another benefit attributed to pairing was that the link formed between lecturer and teacher(s) could prove useful in regard to preparation for the time when the teacher was seconded to that lecturer's department.

Four interviewees thought that dual appointments were impractical: it would not be feasible to work for two institutions. Four teachers supported the idea of dual appointments but one expressed reservations. Dual appointments appealed in theory from the point of view of retaining contact with class life which would enhance work in college and vice versa, but there might be adverse effects on school through lack of continuity for pupils, raising pastoral or curricular problems. A value to school and college would obtain from the ability of the appointee to test college theory in school on a continuous basis, to test its practical application. The teacher or lecturer would be able to utilise both types of skills. One local authority officer mentioned that dual appointments had been discussed in his authority and opinion was divided on their merits. It was known that an occasional dual appointment had been successful, but more misgivings were expressed on that topic than on the usual form of exchange.

SECTION XI: A SUMMARY OF THE RESEARCH FINDINGS

Introduction

In this section we summarise the findings of our research which has explored the views of those who have some experience of secondment, and indicate the many conclusions and recommendations made by those we interviewed and consulted.

We must caution the reader, however, that these findings have emerged from what would normally be seen as the exploratory stage of a research project. They would provide a basis to formulate hypotheses about secondment/exchange between schools and colleges, but those hypotheses would then be put to the test. This is not to say that we do not think the recommendations and criticisms articulated by those we interviewed should not be taken seriously. It is simply to state that we do not have evidence which allows us to identify how salient or widespread are the views expressed here. Clearly we have to be circumspect in extrapolating our findings to circumstances in which secondment/exchange is undertaken on a much larger scale.

Views about teachers' secondments to colleges

(1) There should be more time to prepare for secondment and such time should form part of the secondment.

(2) There should be better planned and effective induction programmes for intending secondees.

(3) There is a need for an information package or booklet to help teachers prepare for secondment and to help colleges to provide suitable induction.

(4) There is a need for more consultation with headteachers on the replacement of secondees, especially if a replacement is appointed from outwith the school.

(5) Consideration should be given to providing a management role to seconded headteachers.

(6) Teachers seconded to college should be able to contribute to the whole range of activities available to college lecturers (but that does not imply that they take on the complete role of a college lecturer).

(7) Seconded teachers should be able to join the college staff prior to the arrival of the students.

(8) Teachers need at least one year of secondment to familiarise themselves with college work.

(9) Even 23 month secondments are generally considered by teachers themselves to be too short.

(10) None the less, longer term secondments of three to five years are thought to have adverse effects on individual teachers. (Perhaps the main impression is that they see about three years as the optimum period.)

(11) Fixed-term contracts which offer teachers no security of tenure are unacceptable.

(12) For many teachers, the benefits of secondment to college for their professional development are so great as to outweigh the drawbacks.

(13) Secondment is not considered to be crucial for promotion prospects. Professional competence and school experience are seen to be more important for promotion.

(14) In general, the teachers appointed to replace secondees have been satisfactory and the secondment has not been considered to have made an adverse impact on the school. Internal replacements have been more successful than external replacements.

(15) The impact of secondees on colleges has been good, the main factor being the 'credibility' of the practising teacher. Another benefit has been the mutual learning that has been made possible between teacher and lecturer.

Views on lecturers' secondment to schools

(1) Preparation and induction have not been considered as significant problems for lecturers seconded to schools.

(2) The most common and satisfactory pattern of activity for lecturers in schools has been to join a school staff without actually replacing a teacher.

(3) Lecturers are satisfied with the types of secondment experienced. The most common periods have been between six weeks and one year. Lecturers see no benefit in longer-term secondments.

(4) The main benefit of secondment has been the extension and up-dating of teaching experience. Increased 'credibility' with students has been considered a bonus.

(5) Lecturers have seen no disadvantages for themselves in the secondments they have experienced.

(6) The secondment of lecturers to particular schools has resulted in the establishment of beneficial links between school and college.
(7) Lecturers have gained valuable opportunities to try out materials and approaches designed in college.
(8) No adverse effects on students were seen as a result of the secondment of lecturers.
(9) An adverse effect on college staff was that the secondee's colleagues had to carry a somewhat heavier workload during his or her absence.

Views of school management

(1) Arrangements for secondments are often left too late in the session.
(2) No reciprocal arrangements have been feasible between school and college managements.
(3) Arrangements should involve the headteacher at an early stage.

Views of college management

(1) Channels of communication between colleges, local authorities and schools should be more efficient.
(2) The duration and timing of secondments require greater attention.
(3) The induction of teachers joining the college staff needs greater attention.

Views of local authorities

(1) Local authorities need to arrange to have teachers seconded to colleges early enough to allow for effective induction.
(2) The differences between school and college terms pose problems for effective arrangements and induction.
(3) Lecturers being seconded to schools need help to prepare themselves and make suitable arrangements.

General matters

(1) The duration of a secondment should be determined on the basis of its major purpose.
(2) A major consideration should be the interests of the individual concerned.

(3) The optimal length of secondments has not been established. For teachers seconded to college, periods of one to three years have been considered most desirable. For lecturers seconded to schools, periods from six weeks to one year have been considered desirable. Secondments of more than three years are considered to constitute a significant disruption to a person's career.

(4) It is generally agreed that secondment is desirable as a means of broadening professional horizons.

(5) Counselling should be made available to teachers returning to school posts from lengthy secondments.

(6) Secondees should write reports on their experience at the end of their secondment, but such reports should focus on specifics rather than general descriptions.

(7) Local authorities require more information and advice on the efficacy of secondments.

(8) Problems caused by secondment were, in the view of secondees, outweighed by the benefits gained.

(9) Benefits of secondment of lecturers to schools have not been perceived in practice by the local authorities, and more should be done to allow the lecturers to proffer their services more widely.

(10) All secondments should be voluntary.

(11) Studies should be undertaken to determine the best means of providing security of tenure to teachers undertaking secondments of more than 23 months.

(12) Teachers will not accept fixed-term contracts without assurance of tenure.

The way forward

The evidence we have collected suggests that those who have experience in this area consider that a systematic, and appropriately funded, scheme of secondments would be worthwhile. Such a scheme would have to be carefully worked out and developed and should not include fixed-term contracts. Each college would have to generate the details of its own secondment arrangements in negotiation with the appropriate EAs.

In conception, however, it seems that a scheme of this kind could not assume either that lecturers could provide a straight replacement for teachers, or that teachers could do so for college staff. At a superficial level there are discrepancies between the two groups in the optimum duration for periods of secondment, but the problem goes deeper than this.

Academic staff in colleges tend to have specific areas of responsibility in college courses and other aspects of the work. It is accepted that practical experience in schools can be essential. Such experience should be relevant to their college responsibilities. The benefits of the secondment are likely to accrue, therefore, in circumstances where the opportunities afforded in the school experiences are tailored to the specific needs of the lecturers. In addition, it is seen as important that the rest of the school staff have the chance to use the expertise of the lecturers in their own professional development. Such benefits might well be sacrificed if the lecturer simply takes on the full gamut of a teacher's responsibilities.

In the case of teachers, the advantages of secondment also seem to be dependent on directing their activities and learning opportunities to specific areas drawn from the whole range of lecturers' duties. For example, our evidence suggests that none of our interviewees could envisage a primary headteacher taking over, say, a head of department's post in a college. The breadth and depth of the new range of responsibilities in the new environment would be overwhelming, and would put at risk the potential benefits to the headteacher of learning about new aspects of management. Similarly, the perceived advantages to be derived by college students from the presence of practising teachers would probably be minimised if those teachers were put under the pressure of adjusting to the whole repertoire of college responsibilities in a short period of time. The learning by, and from, teachers during their spell in college is highly valued; but it is dependent on their activities being appropriately focused.

Inevitably this has implications for resources. On the one hand, it could be argued that direct replacement between lecturers and teachers might be achieved if proper induction programmes were introduced. On the other hand, it is not clear how such induction programmes could be designed to overcome the barriers to direct replacement; if they could not, then allowance would have to be made in college and school staffing levels to permit secondment on some kind of supernumerary basis. Each of these alternatives would call for additional resources.

If adequate account is taken of the findings of this project, together with those of the DES funded projects on 'School-Based Teacher Training for the PGCE', there is reason to believe that an appropriate scheme for secondment between colleges and schools could be worked out. It would be important, however, to ensure that the scheme was designed with an associated evaluation. Our evidence suggests that a crucial element in any development

of this kind would be the monitoring of the effectiveness of the arrangements, and of the reactions of all those involved - particularly the teachers and lecturers.

In conclusion, we are clear that our evidence points to considerable benefits for the development of individual school teachers and college lecturers who are involved in secondment. That development leads to direct gains for the 'home' school and pupils, or the 'home' college and student-teachers. There are also advantages for the colleges hosting the seconded teachers, and the schools hosting the seconded lecturers. Contact with professionals who have a different range of expertise and experience is nearly always beneficial to teachers, pupils, college staff and students. This is not to say, however, that those seconded can 'take the place' of a member of staff of the host institution. If that were to be the major aim, then our evidence suggests that it would be at the expense of many of the other benefits which currently accrue to secondment/exchange between schools and colleges.

References

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(15) HM Inspectors of Schools: Jordanhill College of Education. 1987. SED

(16) Quality in Schools: the Initial Training of Teachers, p.37

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(23) cf Clark, op.cit., p.109

(24) See, for example, Proposal for the Degree of B.Ed., Craigie College of Education/University of Strathclyde, 1984: Post Graduate Certificate in Education (Secondary): Submission by Moray House College to the CNAA, 1987

(25) Cf Kirk, G in Moray House and Professional Education, 1835-1985, p19 ff.

(26) Consultative Paper, paras 3 and 4

(27) HM Inspectors' Reports on Aberdeen College of Education (1986) and Jordanhill College of Education (1987)

(28) HMI Report on Jordanhill College, 1987

(29) Letter of 19 March 1987 from Mr E C Reavley to the Joint Committee of Colleges of Education.

(30) GTC Response to the SED Consultative Paper, para 1.

APPENDIX 1

CONSULTATIVE PAPER

MOVEMENT OF ACADEMIC STAFF BETWEEN
COLLEGES OF EDUCATION AND SCHOOLS

Introduction

1. This paper explores the scope for increasing the flow of academic staff between different institutions as part of a wider thrust to enhance staff development in education and to improve the quality of teaching. It invites comments on the mechanisms which might be employed. The primary object of the paper is to highlight for discussion some of the issues concerned; no specific decisions are being called for. Throughout this paper, the focus is on the interface between schools and colleges of education. Nevertheless, there are obviously opportunities for movement between colleges of education, FE colleges and central institutions.

Background

2. It is an acknowledged tenet of professional development that a period of work in a related field can produce worthwhile benefits to the individual and to his employer but the extent to which this principle is put into practice varies widely. In the recent past most colleges of education have tried to make arrangements with neighbouring education authorities to facilitate staff exchanges and secondments but this has tended to be on a limited scale. Latterly, the teachers' industrial action served to reduce the already low incidence of cross-movement. Some of the inherent difficulties are explored in later paragraphs.

3. The need to develop closer working relationships between the colleges and schools as part of the teacher training process has been appreciated for a number of years. Indeed, it was highlighted in the Sneddon Report (1978). Since 1984 national guidelines for the pre-service training of teachers have stressed the importance of a college/school partnership in the initial training of teachers and as a result the provision of school experience has been given

markedly greater prominence within pre-service training courses. College tutors have become more apparent in schools, working closely with school regents to ensure that school placements are worthwhile for students. Furthermore, colleges of education are increasingly making use of serving teachers in the selection of students for training, in designing courses, and in establishing procedures for student assessment. Serving teachers also contribute to devising programmes of National Courses for in-service training and to the validation processes undertaken by the CNAA and SCOVACT. Finally, a major part of the in-service training activities undertaken by colleges of education academic staff is now school-based and requires college lecturers to grapple with some of the day-to-day problems of classroom teachers.

4. As a consequence of these changes the danger of college lecturers becoming isolated from the realities of working schools has diminished. Most can now claim an up-to-date and thorough knowledge of the school system gained at first hand, and direct experience of working with pupils in a variety of educational environments. On the other hand there is probably no substitute for a sustained spell of classroom teaching to remind college staff of the current demands made of the teaching profession. While the essence of school teaching remains the same, there is no doubt that circumstances in which teachers now practise their vocation have changed. The value of such a spell therefore is likely to be greater for those staff who have not taught outside their college for many years.

Benefits of secondment/exchange

5. The potential gains to individuals, to their school or college and to education authorities from greater movement of staff are manifold. The staff can experience a quite different working environment; within a school lecturers can put to the test the strategies for teaching and learning upon which training is based; in colleges teachers have an opportunity to undertake research and pursue curriculum development. For both groups of staff, working within another institution can broaden their own horizons, and those of their new colleagues; and they can refresh their professional commitment. In these ways the interests of individuals and of institutions can coincide, and the quality of education to both students and pupils can be enhanced. The individuals concerned can return as more effective

practitioners, able to offer more both to their own school or college and to the education service as a whole (eg to future staff development/in-service training programmes).

6. Within schools college lecturers might undertake not only normal class teaching but also, in due course, special responsibility for the teaching of an aspect of the curriculum, for managing a particular change in teaching and learning approaches or for a particular age range. Opportunities may also exist for promoted college staff to serve within the advisorate or to undertake administrative duties as a member of the directorate. It would likewise be possible to employ teachers to undertake a range of college of education duties such as lecturing, tutoring, consultancy, research and management. It is essential to have regard to the specific needs of all parties in any reciprocal college/EA agreement and to plan each exchange or placement on an individual basis.

7. During the present academic session all colleges of education have been allowed to use a small proportion of their staff allowance for in-service training to develop coherent staff development policies. It is hoped that these would in any event have led to more effective action in the area of staff movement; the Department will be interested to see the results of this activity and colleges' observations on how their policy addresses the need for greater staff movement. The Department is also pleased to note that increasingly education authorities are formulating staff development policies at authority and institutional levels. It is hoped that they will encompass arrangements for greater movement of staff along the lines canvassed in this paper.

Short term secondment/exchange

8. Colleges and authorities might seek to prepare plans for cross-movement of staff by using a variety of forms. At present, some colleges employ serving teachers on a part-time basis; such dual appointments might usefully become more widespread since they ensure a degree of continuity for both institutions which cannot be achieved through temporary exchanges and secondments.

9. Where there is a fortunate fit in the requirements of both colleges and authorities, there might be head-for-head exchanges. These are, however, likely to prove the exception rather than the rule. Where rather different needs exist, it would be necessary to plan for the secondment of a lecturer in one discipline to be balanced by the secondment of a teacher to the college in another. (Such exchanges or secondments are normally for a period of 23 months. After 2 years, complications arise in respect of salary conservation and the education authority is no longer required to keep the teacher's post open.) In other cases, the difficulties of arranging short term exchanges or secondments may be insuperable, and the needs of college staff for school experience will have to be met by other means. Colleges and education authorities are invited to consider what other approaches might be used.

Long term secondment

10. The Department also believes that there are educational benefits to be obtained from colleges of education employing a proportion of their academic staff - whether seconded or on fixed term contracts - for periods of 3 or 4 years. Following the introduction of external validation, much of the college lecturer's work is very different from that of teachers in schools, and it may take 12 months or more before an incomer can make a fully effective contribution. Similar, but perhaps less marked, difficulties can arise in respect of movement in the opposite direction. Able teachers may need to be assured that the experience of working in a college will enhance their own career prospects, particularly if they may face difficulties about returning to secondary schools while school rolls are falling. However, fewer obstacles should apply to the primary sector. It is hoped that employers will consider how some secondments beyond 23 months might usefully be arranged.

Preparation for secondment

11. The full benefit of this form of staff development will not be realised unless the staff concerned understand its purpose and recognise the advantages to them. In order to facilitate secondments, it would seem sensible that the employing body should prepare an accurate, up-to-date report on the qualities of any member of staff for whom an exchange or secondment is being considered. It is to be expected that such an individual would be interviewed by senior staff and given the benefit of appropriate induction arrangements.

Where induction policies do not yet exist, this should be remedied in the interests of both the incoming member of staff and of the institution in which he or she is to work. This is especially important for secondments of 23 months, when consideration might be given to some preliminary induction/ preparation in the previous term. The need for management time both to arrange secondments/exchanges and to carry out effective induction programmes must be taken into account.

Filling colleges of education vacancies

12. The Department is conscious that many colleges of education are less able to deploy staff flexibly as a result of several years of declining staff numbers. Because redundancies over that period have been on a voluntary basis, staffing imbalances have arisen which have inhibited the collective effectiveness of the academic staff in post. One of the principal contributory factors to this inflexibility has been the predominance of full-time, permanent lecturers on the academic staff. In 1984 this was overcome to some extent by the designation and funding of 24 'new blood' posts to ensure that appropriate expertise was obtained in key areas. While this was a legitimate response to an urgent problem, the Department does not consider that this provides a satisfactory solution in the medium term. What seems to be required is a less uniform pattern of employment among academic staff. It would be in the interests of the colleges (and the students whom they serve) for staff to be employed on a variety of bases (eg part-time, temporary, seconded) so that the fluctuating requirements of pre-service student numbers and developments in education can be met more readily. Care would, of course, have to be taken to ensure an appropriate balance between permanent and seconded staff both in the college as a whole and in particular departments.

13. Accordingly, the Department has already advised colleges that permanent appointments should no longer be as predominant. It is not intended that any rigid rules should apply but all colleges are expected to appoint staff wherever possible on other than a permanent basis. In practice, the attitude of education authorities will influence the effectiveness of such a shift in policy. Unless education authorities can perceive the benefits from cross-movement they will lack the incentive to participate. Views are invited on the criteria which should underpin the Department's guidelines to colleges on the filling of

such vacancies as arise in the future, including the identification of suitable performance indicators so that progress may be monitored in an objective way. It is recognised that a substantial core of academic staff, including promoted postholders, would require to be permanent appointments.

Financial aspects

14. It is acknowledged that there are a number of practical obstacles to achieving staff movement. Additional expense can be incurred by both colleges and authorities on, for example, salaries and travel costs. Further, where the secondee's salary continues to be met by the permanent employer, the temporary employer is required to pay VAT for the service rendered, calculated on the basis of the total cost of the employee rather than the salary alone. The resultant need for financial adjustments can present particular difficulties. Authorities, especially the smaller ones, may also encounter problems in finding an appropriate post for a teacher returning from a period of secondment.

15. The appendix to this paper sets out the additional costs which can arise as a consequence of secondments and demonstrates the financial advantage of an arrangement which avoids VAT. For illustrative purposes, these figures assume that lecturers A and the new promoted posts to be created in schools following the recent teachers' settlement will feature most frequently in such plans, although a degree of movement into the colleges for Principal Teachers and AHTs should provide a worthwhile form of career development.

Professional climate

16. The different conditions of service in schools and colleges of education have proved an obstacle to exchanges in the past. Those enjoyed by college of education academic staff are still significantly more generous than those of school teachers. However, there were certain changes for the latter in the recent SJNC(SE) settlement and there is a prospect of common conditions of service for the FE sector being negotiated within SJNC(FE). The combined effect would be to bring certain conditions of service (eg annual leave) into closer alignment. In the past, the marked differences served to deter college lecturers from seeking experience in schools, particularly since they did not perceive any compensating career advantage. For reasons of salary,

conditions of service and status the pattern of movement has tended to be from school to college. This has reinforced the deeply embedded professional view of career advancement leading away from the classroom. Moreover, uninterrupted school experience has been seen as the best preparation for senior positions in schools. The 're-admittance' of able professionals into schools has not occurred to any extent in the past and at present might not be widely welcomed. Nevertheless, it is the Department's view that there are profound educational benefits to individuals and to institutions when headteachers and their senior colleagues have worked for a spell in a college of education and when promoted academic staff in colleges have spent sustained periods within schools in mid-career.

17. At the heart of current attitudes are differences of opinion about the professional credibility of the colleges. With the advent of external validation of college courses, the publication of HM Inspectorate reports on colleges and a greater general accountability by the colleges for their activities, much of the scepticism which may have existed hitherto is no longer justified. But until there is more staff movement, the colleges' strengths may continue to be undervalued out of ignorance of these recent changes. Such attitudes need to be changed, and that will require a collaborative effort between colleges and authorities to re-examine the scope for professional enrichment in this area.

GTC

18. The General Teaching Council for Scotland brings a different perspective to the movement of academic staff and the professional replenishment which it can achieve. The Council has recently announced, as part of its general policy for accreditation, that it will require evidence that academic staff engaged in the teaching of a course have, where appropriate, recent relevant and successful classroom experience. This is particularly important for college of education lecturers with a secondary background who are now being required to work wholly or partly in the primary area. It will be for the Council to determine how that general policy should be developed and find more practical expression. It is to be hoped that a greater degree of movement of academic staff of the kind advocated in this paper (and particularly the proposals in paragraph 8) will facilitate the professional updating which the GTC regards as necessary.

Way forward

19. It is intended that this paper will strike a positive chord and thereby stimulate progress on a number of fronts. Such moves may raise questions about conditions of service, which would fall to be considered by the appropriate negotiating bodies. Comments are invited

- on good practice which might usefully be disseminated more widely;
- on other problems (including financial implications) which might impede progress and possible solutions;
- on the criteria which the Department should adopt in considering the filling of vacancies in colleges of education;
- on performance indicators which the various parties might reasonably seek to develop in order to judge the effectiveness of their policies; and
- on the desirability of an SED circular to authorities.

20. On the assumption that significant progress should be possible from the 1988/89 academic session onwards, new information and ideas about staff movements should become available during 1989. SCoSDE might then wish to review the progress which has been achieved during that session and suggest any improvements which seem desirable.

21. In order to encourage informed debate on the issues raised in this paper, the Department's normal practice is to make available to the public, on request, copies of any comments received. The Department will assume that responses can be made publicly available in this way. If respondents indicate that they wish all, or part, of their reply to be excluded from this arrangement, its confidentiality will be strictly respected. On that basis comments should be sent to Mr Lyall in Room 327, 43 Jeffrey Street, Edinburgh 1 by 18 December 1987.

SED
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APPENDIX 2

A TYPOLOGY OF SECONDMENTS/EXCHANGES

1 INSTITUTIONAL ARRANGEMENTS

(1) College to school
(2) School to college
(3) College to Advisory Service
(4) Advisory Service to college
(5) College to Directorate
(6) Directorate to college
(7) College to FE college
(8) FE college to college of education
(9) Dual appointment, lecturer working in school
(10) Dual appointment, lecturer working in Advisory Service
(11) Dual appointment, lecturer working in Directorate
(12) Dual appointment, school teacher working in college
(13) Dual appointment, Adviser working in college
(14) Dual appointment, Director working in college

2 PERIOD OPTIONS

(1) 1 or more days per week
(2) 1 or more consecutive weeks
(3) 1 or more weeks per term, not consecutive
(4) 1 school term
(5) 1 college term
(6) 1 school session
(7) 1 college session
(8) 2 school sessions
(9) 2 college sessions
(10) 23 months
(11) 3 sessions
(12) More than 3 sessions

3 FUNCTIONAL OPTIONS

(1) College lecturer to replace primary class teacher
(2) College lecturer to replace secondary class teacher
(3) College lecturer to be supernumerary in primary school
(4) College lecturer to be supernumerary in secondary school
(5) College lecturer to act in advisory capacity for EA
(6) College lecturer to undertake specific R & D project
(7) College lecturer to replace EA administrator
(8) School teacher to replace college lecturer
(9) School teacher to be supernumerary in college
(10) School teacher to act in advisory capacity for college
(11) School teacher to undertake specific R & D in college
(12) Adviser to replace college lecturer
(13) Adviser to act as supernumerary in college
(14) Adviser to act in advisory capacity for college
(15) Adviser to undertake specific R & D in/for college
(16) Director to replace college lecturer
(17) Director to be supernumerary in college
(18) Director to act in advisory capacity for college
(19) Director to undertake specific R & D in/for college
(20) Director to replace college administrator

4 PERSON-PERSON ARRANGEMENTS

(1) Member of college department exchanging posts with teacher
(2) Member of college staff exchanging posts with teacher from different discipline
(3) Member of college staff exchanging posts with Adviser
(4) Member of college staff exchanging posts with Director.